

NWX-CNCS (US)

Moderator: Jill Sears
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Coordinator: Welcome and thank you for standing by. All participants will be on a listen-only mode for the duration of today's conference. Throughout the - at the end of the presentation we will be conducting a question and answer session. If you would like to ask a question, you may press star 1. This conference is now being recorded. If you have any objections, you may disconnect at this time. I would now like to turn the conference over to Jill Sears. Thank you. You may begin.

Jill Sears: Thank you. Hello everyone. Thank you for joining us today for this webinar on evidence-based programs. This webinar is specifically aimed at foster grandparents and senior companion programs but we will talk about the - some overarching ideas behind evidence-based programs. So if you are joining us today and have an RSVP program, please stick with us.

I'm Jill Sears. I'm a program officer here with Senior Corps and I will be walking us through the material today. And what we'll do is I'll go through a few slides so if you are connected on the telephone and are in front of a

computer but aren't connected to the webinar, please feel free to go to - open an internet browser and pull up the managing senior Corps grants webpage.

So if you type in managing senior Corps grants, you'll pull up a webpage that has a link to the webinar. So please if you can, feel free to join us online as well as by the phone. Great so I'll give everyone a second to do that and tell you a little bit more about what we're going to do today. We'll talk about evidence based programs. We will also look at a couple of websites, a couple of federal registries to get a feel for what those look and feel like and then at the end we'll have some time for Q&A.

Okay so I will get going and hopefully if folks are joining us online, you'll see us soon. Okay so you may be asking why are we shifting our approach to grant making and we're doing this because the president has made it clear that policy decisions should be driven by evidence - evidence about what works and what doesn't, evidence that identifies the greatest needs and opportunities to solve great challenges. And by doing this we are hoping to instill a culture of learning into federal programs so that we can build on knowledge and make spending decisions that more often yield the highest social returns on carefully targeted investments.

This is important because this is part of also our uniform guidance so some of the changes we are making are directly related to some of these legislative initiatives.

Okay and what are evidence-based programs. Well there's no universal definition of the term evidence based program. So if you again pull up your web browser and search for evidence based program, you'll find different definitions based sometimes on the type of research that's being done but in general we can say that evidence based programs are programs that are

designed based on a specific set of assumptions or a theory of change and they undergo a scientific evaluation and this evaluation tests those assumptions and the results of those tests will establish a causal relationship between the service delivered and the expected outcome.

So overarchingly that's what evidence based programs are and what they do and it's exciting to think about because we are using rigorous scientific evaluation to establish that causal relationship between the service activity and the outcome or the impact of the program on beneficiaries.

Evidence based programs might be designed by researchers at universities, experts in the field or others that are involved in distributing social service programs. They are frequently packaged and they come with specific implementation procedures or maybe manuals and at explicit cost to providers.

So the programs have been designed and you'll find lots of information about them. They've been rigorously tested and they will be accompanied by specific implementation processes so that these processes are meant to insure that when a program is replicated that it's replicated in the same way as was originally tested and proven.

Okay so if you are considering implementing an evidence-based program, some potential benefits that you might consider are that first you'd be using a program as a proven model and this might increase your likelihood to demonstrate success because the program has already been rigorously tested and the program's design has been shown to work. This doesn't necessarily guarantee success but you know that you're starting with a model that has been successful under similar conditions.

Second the evidence based programs are coming prepackaged and they often include a step by step implementation instructions and evaluation materials which can make them easy to use and easy to replicate.

Third, organizations might also find that they're able to secure funding from a greater variety of sources. Many funders are looking to support programs that have established results and by implementing an evidence based program, you're able to point to that evidence that's already been established and that may help with securing funding.

And lastly this might be an efficient use of limited resources because instead of going through a process of creating your own model, testing it and proving it by choosing a previously established model that's ready for use. It might help cut down on the cost associated with creating, developing and proving your own model.

Things to consider. Maybe some drawbacks might be that they have limited adaptability. They're tested under very specific conditions and when one tries to vary the design what happens is you might be then implementing a program that's different from what was proven and you may have - you may not be assured of similar kinds of results.

The costs are - there are costs involved and there - you might need to license materials. You might need to purchase materials. There may be training sessions that are required so there are definitely costs that would need to be considered before deciding to implement an evidence-based program.

And finally a successful implementation involves a degree of planning that could require significant time and stakeholder input. So when thinking about selecting an evidence based program and implementing it, it's important to

think about all of these factors including all of the stakeholders who might have some kind of input and might want to take a look at your evidence based program planning with you.

Okay, let's take a look at these a little bit more closely. This slide when I developed it had a lot of fancy animation but when I pulled it into WebEx, it let me know that I couldn't use any of that animation so please bear with me here.

Evidence based programs - they tend to contain a defined set of central components and specific components will vary according to program however the key pieces of a program's design through testing are known to be responsible for the successful outcomes of that program.

So as an example, an academic achievement program might include five 30 minute lessons that cover one of five specific themes. Sessions that are conducted with a group of four to six elementary school students, service activities occurring in the separate classroom during the school day and service activities delivered in a specific sequence of stages. And if we break it down, we see that the essential components are time and topics, the student age and the group size.

The program is tested in a designated location and with a specific delivery plan. So if we are thinking about varying any of these programs, that may alter the results predicted by the program model so we may no longer expect to achieve the same results if any of these essential components are altered and that means that the program may not be implemented with fidelity or no longer implemented as it was designed.

So this is a term that you'll hear more and more frequently of fidelity. So fidelity - what it refers to is implementing an evidence based program according to its original tested design. This is important because when you are - I've said this a couple of times already but it's an important point because if you are going through the process of replicating an evidence-based program and you're varying essential components then you may be reducing the program's expected effectiveness in unpredictable ways.

This is important because if you're choosing to replicate a program, you should be aware of and able to explain the ways in which you might need to vary a design and understand the underlying reasoning behind those components that you might be modifying.

Part of the reason for this is that it's important to monitor fidelity when you're implementing an evidence based program. One of the reasons that it's important to monitor fidelity is because with an evidence based program there's a component to it that's in the implementation evaluation or it can be called a fidelity study. And by going through this type of evaluation, it allows the organization to prove that you've maintained the integrity of the program that you've implemented and showed that your replication of the program produces the expected outcome.

So what a fidelity study does is it says I've implemented this evidence based program and after studying it, I see that I - my program is also having the same kinds of results that the original program was so I have implemented it with fidelity and I can be assured and my funders can be assured that we are reaching the same kinds of outcomes that the model predicts.

Second, if when you have done a fidelity study or an implementation evaluation and the results don't turn out as you expect them to, the program

can then have insight into why this has happened and that can help you protect the implementation of the program and get to reaching the intended outcome.

Okay so some other considerations that you might want to think about when deciding whether to replicate or implement an evidence based program. Some good things to think about are identifying your community's needs to determine the type of program that would be most appropriate, assessing your organizational capacity including financial resources, organizational commitments and community buy-in to determine your ability to implement a program with fidelity.

Searching program registries to select a program that matches your community needs, your organization's available resources and available programs and understanding program fidelity and program adaptation. We've talked about these things and hopefully if you have questions about them, you'll ask in a few moments. So let's get to the Corps of what senior Corps is proposing with our new provisions in our 2016 invitations to apply.

So senior Corps in our invitations to apply for the foster grandparent and senior companion program have a statement now that's allowing applicants to apply for a higher level of funding than the grant opportunity's baseline annual funding level.

This new provision is not a requirement. It is though an opportunity that allows applicants to request a higher than baseline level of annual funding or one-time funding if your project design includes an evidence based program. You may also - an organization can also conduct a rigorous evaluation of its own design to establish an evidence basis for its program and establish that it's proven to work as well but what we'll focus on today are replicating evidence-based programs.

The instructions on how to apply for an evidence based program is located in appendix C and we have that up here and we'll take a look at it in a moment. Let's talk a little bit more specifically about the provision. So I'm sure - hopefully everyone has seen this by now but we will review just one more time.

For every \$6000 in annual based federal funding, at least one volunteer service year worth of service must be placed in work plans that for FGP result in national performance measure outcomes in the education focus area. For FCP our senior companions that result in national performance measure outcomes in healthy futures independent living focus area.

And when we're thinking about translating this into our work plans for the purposes of our work plans, we can say that one VSY equals one unduplicated volunteer and those are for your projections.

For both programs the funding level - so this is a new provision for grantees going into year one so into renewals and this funding level that is tying \$6000 in annual base federal funding per volunteer in outcomes and the appropriate focus area - that's consistent across all three years of the grant cycle. That was kind of a mouthful so I hope I didn't lose anyone there. If I did, please feel free to ask questions in just a few moments.

Okay so then in addition senior Corps will consider funding a program at a higher level than the baseline cost per VSY if an applicant proposes to replicate an evidence based program or prove a program of its own model. Applicants need to be able to explain how a higher level of funding supports the implementation of an evidence-based program and should reference

appendix C to find the specific instructions on how to incorporate that into your application.

And you can find this again at the managing senior Corps grants webpage which is listed here on the page or if you're listening along, you can launch a web browser and type in managing senior Corps grants and that will pull up the webpage where the invitations to apply, the grant instructions and appendix C along with the performance measures instructions which are now appendix B where all of that is located.

So we're hopefully trying to make this a little bit of a more streamlined process in the sense that you should be able to access all of the documents that you need on the website. So if you're thinking about this and you kind of go back and forth and you lose the email that your state office sent you, all of the documentation is available to you at managing senior Corps grants. I hope that you can tell I really like that website.

So please keep in mind also that a higher level of funding is not guaranteed, that the final award amount might be less than the amount that's requested but it won't be higher than the amount that is requested and that applicants should always check your current notice or invitation to apply for the maximum amount of funding that can be requested when you're proposing to implement an evidence based program and requesting a higher level of funding.

And I'll mention again that that higher level of funding could be requested for to as an increase in your annual funding level or you could be requesting a onetime funding level increase.

So abbreviated instructions from appendix C would include - the kinds of things that we're asking are that you clearly identify the evidence-based

program, which federal repository or clearinghouse it's coming from, the details on your replication and how you plan to maintain fidelity and a description of how the results of the evaluations are applicable to your proposal.

Let's take a quick look at appendix C. So we can see that the - let me see if I can flip over here. The appendix C evidence based program instructions - these are the same instructions for all three senior Corps programs so foster grandparents, senior companions and RSVP's are all using the same evidence based program instructions appendix C.

And we have - start out with a summary of evidence based programs and then there are - there's a second section that's called applicant instructions that really gives the long list of information that should be included in the narrative section - the other narrative section of your application.

And for those of us that are on WebEx, I know I'm scrolling down here but I think that you're able to control any of the shared documents as well. So if you're not scrolling down with me, please feel free to navigate the pages yourself here.

And the you can see as we go down, there's a table here that has a list of federal evidence-based program registries or clearinghouses or reports and these are - it's not exhaustive in the sense that there may be other federal agencies that have registries but these are the registries that appear to be the most appropriate for all three of our programs. So if it looks like a long list here and senior companions you're thinking - well we have a - or foster grandparents, we have a very specific set of service activities that our volunteers do and how will we ever sort of sort through this.

Know that these are - RSVP's are using these too so there are, you know, many registries here that may or may not be useful or may or may not be the first place that you want to start. So we'll take a look at a couple today but also if you have questions about that if it feels a little overwhelming and you're not sure where to start please, you know, feel free to reach out and ask for pointers.

The state office friends on the line - that means you - so hopefully that's okay for everyone but we definitely can - this isn't a competitive process and you're able to ask as many questions and receive as much guidance as we can - we can give within, you know, a certain amount of reason. So this is a new experience for all of us and I think that we're all excited to explore the possibilities together.

Okay so we are back on the slide show now and I wanted to take a couple of minutes to talk about work plans. So we have this new idea that's evidence based programs and we're thinking about ways that we might be able to incorporate them into your organization and we've talked about what evidence programs are in general.

And we've started talking a little bit about how to pull that information into your application. So the other place - you'll put information in the narrative but you'll also want to put information into the work plans. So for foster grandparents and senior companions, in general the programs that exist have outcomes associated with them and those outcomes likely mirror the outcomes that are available.

So there may be some - especially for foster grandparents - some healthy futures performance measures where you might find a connection and there's an output but not necessarily an outcome and if you find yourself in that

situation, please reach out, you know, and make sure that what you're proposing is working in your work plans.

But in general evidence based programs show proven results in areas that align with CNCS's performance measure outcomes. So the applicants - the applications - the work plans that you're making will look fairly similar to what you've been making all along.

For instance let's say a foster grandparent program is implementing an academic achievement program and that program has some very specific design associated with it. It's targeting elementary school children and predicts that after five 30 minute lessons each week for nine months out of a school year, after that level of exposure a student will show increased reading comprehension.

Well in terms of our work plans you're able to program that directly into something like ED2 and ED5 number of students with improved academic performance in literacy or in math.

And if you're applying for the higher level of funding then you'll be able to use the instructions available in appendix C to discuss how this model fits within all of that criteria that we looked at a minute ago but your work plan will look fairly similar to what they've always looked like or at least what they've looked like over the past three years. The same holds true for foster grandparent - or I'm sorry - for senior companion program.

Okay so it may be helpful to walk through an example and so what we'll look at today is an example from the Administration on Community Living's repository. On their repository they have ten programs listed and this is a fairly straight forward repository.

What I'm going to do is click over to this tab here that's EDPPP and this will bring us directly to the website. So if you're not seeing this and you want to click over with me, please do. Here we go.

So for ACL we can see there are a number of programs here and a program - as we're browsing through we may have looked at all of their programs and come to this program here - PAICE - Program of All Inclusive Care for the Elderly. And when we click on the link - now I'm going next door on the tab PAICE EDPPP - it brings up this PDF. And so the ACL has - for all of their programs has a very clear description of the program, descriptive information, quality of research and outcomes.

And let's say we read through all of this and see that this might be a program that fits well with the senior companion program and so we are moving forward and moving forward when thinking about trying to replicate this. So what does this really mean for us when we are thinking about implementing or replicating an evidence based program?

There's a couple of points that I'll make here. One is that some of our registries are straight forward like this one and fairly easy to use and you can see the next thing that we would do - I kind of got ahead of myself - is click back to our appendix C and take a look at our table of federal evidence based program registries and we can see on the list here that the ACL - the requirement is the program must be on the list.

This is because the ACL has been supporting evidence based disability and disease prevention programs for the past decade or more and is supporting well established well designed programs. We can see on that PDF that they have all of the evidence. The study's well documented. They've done a

documents review and they are - in order to get onto their registry they have a high level of rigor that must be established for them to - for the ACL to post a program on their registry.

So senior Corps said if it's on the list then we know that there's a high level of rigor involved in the studying of this program design so if any of our programs would like to replicate it, we will look at that as their - as the level of evidence requirement that they're present on the list because of practices intrinsic to ACL.

We've done that for a number of these registries and you can see that some registries list different types of information so they may - like the Department of Education for example - hopefully everyone can see appendix C with me. I'm looking at the table. The department of education has a what works clearinghouse and on their clearinghouse they actually rank things from negative to positive so they'll include - because they've reviewed and vetted a number of studies and they want to give as much information and not just recommend positive or well-established programs, they also want to let the educational community know if a program has been tested and is not working.

They have a larger range of the types of programs on their registry so senior Corps has looked at this and we've said well they need to fall into these two categories - potentially positive or positive - in order to meet the level of evidence for our programs to want to replicate them if that makes sense.

Okay so all of that being said, some of our repositories - some repositories are easier to sort of navigate through than others. Please know that just because a program is listed, it doesn't mean here's a high level of evidence associated with it like I'm speaking about with department of education and it's really important to have a good understanding of what it is that you're considering

implementing because of the issues that we talked about with - around implementing a program or replicating a program with fidelity so that when you're replicating a program, you're doing it in a way that will bring about the results that you're intending for it to bring about.

A final note here - I'm back at the slideshow. A final note is about the application review itself. So we plan to - we will enlist the assistance of expert reviewers and these expert reviewers are going to read through the narrative other section so they will assess the applications and these reviewers will have a demonstrated expertise in developing and implementing evidence based programs or in scaling and replicating successful evidence based programs and as well as in assessing applications in general.

So please know that we are following a process that's similar to what AmeriCorps and the social innovation fund - our sister programs - do when considering their funding streams for looking at funding evidence based programs. Okay, does anyone have any questions? I have a couple of other things to show folks but we'll take a pause here for questions if anyone has some.

I - operator would you mind going to the phone lines?

Coordinator: Thank you. At this time if you would like to ask any questions, please press star 1 and record your first and last name clearly when prompted. Again if you would like to ask a question at this time, please press star then 1 on your phone and record your first and last name clearly when prompted. One moment for your first question.

Jill Sears: And I see a question here on the Q&A. Will the slides be available after the presentation? Yes. I looked earlier today and I see that there - the replays have

been posted but for many the presentations haven't been posted yet and I'll remedy that likely tomorrow. I think it takes - I think there might be a little lag time between when we have the call and then when it's available for posting.

Coordinator: There are no questions at this time.

Jill Sears: No questions? Okay well a couple of other things that I'll show you quickly then are the evidence exchange. This here is the corporation's federal registry. It's the first on our list and this is where we are beginning to build our - our bank of proven models. And so for foster grandparent programs you may be interested.

We kind of looked at a - briefly at an evidence based program that's more applicable to senior companions and so I wanted to just quickly point out that there are evidence based program models that might be applicable for foster grandparents as well and this may be a place to begin.

I'll also mention that we do have a series of evidence based program webinars that are being constructed right now and should be available for use in the near future and those will get more - they'll sort of dive more deeply into the background on evidence based programs and tell us a little bit more about looking at how to sort of evaluate the information that you're looking at when you're reviewing federal registries and then there's one that looks a little bit more closely at how to apply. So today's webinar is kind of an overview of all three of those together.

Any other - any questions?

Coordinator: Yes, thank you. We do have one question. Your line is open.

Jill Sears: Hi.

Coordinator: Please check your mute function. Your line is now open to ask your question.

(Christine): Hi, this is (Christine) from Foster Grandparent Program in Los Angeles and I'm really interested in the process for basically applying to not - instead of choosing another evidence-based program - trying to basically give enough information to see if our program is evidence based and meets the criteria. Can you go into a little bit more detail about that?

Jill Sears: Sure. I can go into a little bit more detail because the process involved in proving your own evidence based model would include - so all of the programs that sort of have a positive or potentially positive or all of the programs that are on the ACL list have done a particular kind of evaluation and that involves more than - so what we do with our performance measures, right is we do - usually foster grandparents will do like a pretest at the beginning of the year and a post test at the end of the year to judge the improvement - academic improvement let's say of a particular student.

And what an evidence based program will do is take it sort of a step beyond that level of establishing evidence and compare a group of children to another group of children and maybe that will be a group who has all of the same characteristics as the group who's receiving the service or the intervention so we'll have our - the children receiving an intervention compared to a group of children who have all of the same attributes but are not receiving that intervention.

And then there are - there are ways in which that can be done that involve randomly controlling for which children are included in which test group or other ways to sort of accomplish that. So it's kind of a - I'm giving you a two

minute answer on something that I could probably devote, you know, or someone else could devote days' worth of learning to kind of address.

But that's really where - that's sort of the level of rigor that must be done in order to prove your own evidence - in order to prove your own model to say that you can causally build a causal relationship between the service that your volunteers are delivering, making that a difference on the beneficiaries or the children that they're serving. Does that make sense?

(Christine): It definitely does and if I'm - I think that it's possible that my organization does have that level of evidence. Is it possible - will those future calls that you reference go into a little bit more detail on that end?

Jill Sears: Not really. I mean we don't spend a lot of time talking about how to improve your own model. And if that's something that you're interested in doing then I would certainly urge you to sort of connect with your state office and maybe connect with us to explore ways in which we might recommend thinking about how to - how to think about it.

I mean really we have that sort of level of analysis that happens with AmeriCorps and SIF but we haven't had a similar - we haven't had a similar kind of study happen in foster grandparents or senior companions yet.

(Christine): So if our program has gone through a similar process with AmeriCorps then is it likely that the process would be pretty much identical with Senior Corps?

Jill Sears: It would be - I mean my assumption without knowing a lot of the details is that you would follow a similar process in the sense that you would want to use a level of rigor on when developing your evaluation that meets a standard where you'd be more likely to be able to prove a causal relationship.

(Christine): Okay.

Jill Sears: Did that make sense?

(Christine): Yes.

Jill Sears: You would think - okay.

(Christine): Excellent. Thank you for the questions.

Jill Sears: Yes, of course.

Coordinator: Thank you. There are no further questions at this time.

Jill Sears: Okay, I have a question on the chat and it is the webpage evidence exchange only lists seven AmeriCorps examples. Did you say foster grandparents and senior companion models have been or will be posted here? Hopefully they will be posted there but we don't have - we don't have a completed evaluation proving that any of our models are evidence based in the sense that Minnesota Reading Corps maybe has. So we hope to do that in the future. That's certainly an aspiration.

Any other questions?

Coordinator: As a reminder if you would like to ask a question over the phone, please press star then 1.

Jill Sears: Okay well if there are no other questions, hopefully you're feeling excited and thoughtful about how to either prove your own model or bring an evidence

based program into your organization and replicate it with fidelity. If you have questions after this, please feel free and encouraged to reach out and ask those questions because this is our first year introducing this provision into our grant making process and we're very excited about it and look forward to kind of exploring the possibilities with you.

Coordinator: And excuse me. We do have a question that just came in.

Jill Sears: Okay, great.

Coordinator: Thank you. Your line is open if you would like to ask your question.

(Susan Levine): Hi, this is (Susan Levine) from Portland, Maine. I was wondering - and I'm sorry I came on late so I'm sorry if you already answered this question. But there's a local evidence-based program that an RSVP is working with it like to partner with it but we can't find it on any of the exchanges. Is there going to be an opportunity to provide the information about that program to you to see if it would qualify?

Jill Sears: Can you tell me what the program is?

(Susan Levine): The name of it is CATCH and it's all capital letters - C-A-T-C-H - and really sorry but right now I can't think of what that acronym stands for but it's about working with kids in afterschool programs and developing healthy eating habits and nutrition and it's an intergenerational program.

Jill Sears: Currently we have - so currently we have listed the federal repositories as our go to because I mean basically the reasoning behind that is that other federal agencies have - partner agencies have looked at these programs and sort of evaluated the evidence behind them and decided that they meet a certain level

of rigor and have a certain level of positive results and so they - that merits them to be listed on the registry or listed on the registry at a - with a certain rating.

We don't have a process at this moment to internally vet a program like that. So not to say that that's something that couldn't be considered or done. It's just a process that we don't have. So my recommendation would be to follow-up with your state office and follow-up with us to sort of explore what - see if, you know, see what the potential is.

(Susan Levine): Okay, that's great. And so the name of it by the way is CATCH and it's Coordinated Approach to Child Health so we'll send it to our state office and they can talk to you about it too and show you the research and all of that. Okay, thank you very much.

Jill Sears: Thank you.

Coordinator: Thank you. There are no further questions.

Jill Sears: Great. I have one more question and that's for January 1 grants. Dr. Tan said that something will be coming out for those grants due to the short turnaround.

I'm not clear on the coming out part. I know that - I'm not exactly clear on what the question is so what I'll do is answer what I think the question might be and then if I'm wrong, please chat me again. But yes, so there's a short turnaround for grants that are due on January 1st. So if you would like to propose an evidence-based program but don't feel like you have enough time to do that in the existing timeframe then we are looking at either giving - allowing for extensions or allowing for amendments to the grants in order to accommodate that. So hopefully that answers the question.

And I think that the - I think that if you find yourself in that situation then you should reach out to your state office to see which avenue is most appropriate. Are there any other questions?

Coordinator: There are no questions from the phone lines.

Jill Sears: Great. Well thank you all for asking some wonderful and thoughtful questions and thanks again for joining me today. Where can we find out more about other evidence-based calls that you referenced?

There is another call specifically aimed at RSVP that is coming up that you can find on the 2016 RSVP limited geographical service area competition. That call will be pretty similar to this one I can say with relative certainty because it will be me presenting some pretty similar information.

We are developing three webinars that will be sort of like on demand kinds of webinars and those are still in production and so as soon as they're finished - we have them with a contractor and as soon as they're finished we will post them and let everyone know on via GOV delivery that they're posted. But they'll all be posted - I believe you'll be able to connect with them through the managing senior Corps grants page and likely you'll be able to link to them through the competition page as well. We are all on pins and needles waiting for those to be completed.

And in the meantime if you are hungry for more information, there are some very good pieces of information out there and the ACL - even if you're a foster grandparent program and you don't see a program that is specifically relevant to foster grandparents, there is a wealth of information about evidence based programs and they link to a number of sites that are really

good on in terms of giving you basic information about evidence based programs in sort of our - our models of delivery.

So they'll be more relevant than say some of the medical examples you might find if you're just Googling or using an internet search browser and the typing in evidence based programs.

Any other questions?

Coordinator: There are no questions on the phone lines.

Jill Sears: Great well this is my third wrap-up so maybe the third time's a charm here. Thanks again to everyone for joining us today and please, you know, feel free to join the RSVP call if you have questions and you'd like to ask them directly or reach out when you're thinking about this and you come up with questions because this is year one and we are really looking forward to seeing - seeing where we go with this.

Okay, operator I think you can wrap us up.

Coordinator: Thank you for your participation. This concludes today's conference. You may all disconnect.

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