

NWX-CNCS

**Moderator: Jill Sears
October 2, 2015
2:30 pm CT**

Coordinator: Welcome and thank you for standing by. At this time all participants are in a listen-only mode until the question and answer session of today's conference. At that time to ask a question, please press star 1 on your touchtone phone and record your name at the prompt.

This call is being recorded. If you have any objections, you may disconnect at this time. I would now like to turn the call over to Ms. Jill Sears. Thank you. You may begin.

Jill Sears: Thanks so much. Hi everyone. This is Jill Sears. I'm a Program Officer here with Senior Corps. And today we are going to talk about Senior Companion Program Performance Measures.

As many of you may have noticed, the WebEx is not working. Something happened behind the scenes and our Webinar is broken. So what we've done is posted the PowerPoint presentation online for you to be able to access and download and follow along while I go through the slides.

So if you are in front of a computer and can launch your Internet browser and type in Managing Senior Corps Grants and pull up the Managing Senior Corps Grants Web page, then we will be able to go through the PowerPoint together.

So again, in your Web browser or when you launch your Web browser, you can type in Managing Senior Corps Grants and pull up the Web page. And if you scroll down into the middle of the page, there is a list of their technical assistance calls. And in the middle of that list you'll see the link for Friday, October 2 at 3:30 pm SCP Performance Measures. And then there's a blue line there that is a hyperlink and you can click on that to open up the PowerPoint.

So I'm going to give everybody a couple of minutes to get there with me. And (Jennifer), if we have any questions, let's see if everyone's doing okay or if anyone has questions on how to get to the PowerPoint presentation.

Coordinator: Absolutely. If you need to ask Jill a question, you can press star 1 to join the queue, un-mute your phone and record your name at the prompt. Again, that is star 1 and we'll be able to put you through the queue. Just one moment for questions to come through.

Jill Sears: Thank you. So again, that's at Managing Senior Corps Grants. Scroll down the page a bit. You'll see some maroon text that says invitations to apply, application instructions and training and technical assistance calls. You keep scrolling down. You'll see on the second entry that starts with asterisk note. Please notice the date and time change for this call.

If you keep going down, you see it's the Senior Companion Program Performance Measures call for today - for right now. And you can click here for the PowerPoint presentation. And that should be on the screen in blue.

And that should link you over to the Senior Companion Program performances measures PowerPoint.

Coordinator: Jill, we do have a question from (Elizabeth). (Elizabeth), your line is open.

(Elizabeth): Yes. Hi. I'm so sorry. As I was putting in the - I hate for you to have to do - repeat it again. But I put my name and then it cut out what you had just said or where you - and I am - I'm on the Web site now under...

Jill Sears: Okay.

(Elizabeth): ...and maybe I'm on the wrong one, www.seniorcorps.org - corps.org. But then it has me in RSVP manage current grants.

Jill Sears: So can you type in - try this. This is going to be long. So it's...

(Elizabeth): Okay.

Jill Sears: ...www.nationalservice.gov.

(Elizabeth): Okay. All right. Hold on. Yes. Nationalservice.gov.

Jill Sears: Forward slash...

(Elizabeth): Always get my forward slash and my backward slash.

Jill Sears: Oh.

(Elizabeth): Okay. I can't find the other one. So silly. I can't find the other one. All right.

Jill Sears: The forward slash is the one that's next to shift on your keyboard. It's the one that...

(Elizabeth): Oh. That's the one I'm using. Okay. I'm sorry. Go ahead.

Jill Sears: No problem. No problem. Then programs then forward slash Senior dash Corps, C-O-R-P-S...

(Elizabeth): Senior dash like a middle dash?

Jill Sears: Yes.

(Elizabeth): A little dash (usually).

Jill Sears: Right. Like a true dash in between.

(Elizabeth): Okay. Corps you said? Corps?

Jill Sears: Yes.

(Elizabeth): Yes. Okay.

Jill Sears: Corps. Forward slash managing.

(Elizabeth): Forward slash managing.

Jill Sears: Dash Senior...

(Elizabeth): Senior.

Jill Sears: ...dash Corps, C-O-R-P-S, again. And I'm saying this for everyone on the phone so we're all following along. Dash grants.

(Elizabeth): Dash grants. Just hit return?

Jill Sears: Hit return and it should bring you to the page.

(Elizabeth): I can't believe it but it did.

Jill Sears: Yeah. Okay then.

(Elizabeth): So (let's) go from there.

Jill Sears: Then we scroll down.

(Elizabeth): Because that's when I got - couldn't hear you.

Jill Sears: It's no problem. We scroll down to past the section that says invitation to apply in maroon. Keep going down. Keep going down. And then you'll see a place where we're listing out all of the technical assistance calls. And it's the second call that starts with note, please notice the date and time change.

So it's the second call here for today, Friday, October 2 starting at 3:30. Down at the bottom of all of that text it says click here for the PowerPoint presentation.

(Elizabeth): Okay.

Jill Sears: Is everyone here? Are we all doing good?

Coordinator: We do have one question from (Bill). And just a reminder that if you need to ask a question, that is star 1. To withdraw your question, you may press star 2. (Bill), your line is open.

(Bill): Hi. I got to the site but I lost you on the scroll down. I mean this is a lot of stuff on here. How far am I supposed to scroll down to get what?

Jill Sears: So you scroll down. Do you see the part on the page that's the - in the maroon that says invitations to apply, application instructions and training and technical assistance call?

(Bill): And how far down of a scroll is that?

Jill Sears: That is...

(Bill): I do. I do.

Jill Sears: See it? Okay. And then you just keep scrolling down. So you're going to scroll past the first list of bullet points with links. And keep going down. And then you'll see that there's a section where there are three calls that have been completed.

And it says replay available and then two calls for today. And this is the second call for today. So it's the second call here. Friday, October 2, 3:30 pm Eastern Time, SCP Performance Measures. And then you can go to the bottom of all of that text and it says click here for the PowerPoint presentation.

(Bill): Got it. Thank you.

Jill Sears: You're welcome.

Coordinator: I'm showing no questions Jill. Just a reminder for our participants, that is star 1 if you need to ask a question.

Jill Sears: Great. Okay. And what we'll do since this is a little unconventional I will go through some of the slides and then I'll pause to take questions just to make sure that we're all together.

So today we're talking about Senior Companion Program Performance Measures. And the first part of this is a review of Performance Measurement. And then in the second part of the slideshow we'll talk about the changes for this year.

So the changes affect our renewal grant. So anyone going into Year 1 you'll be impacted by these changes. If you're going into Year 2 or Year 3, you won't adopt the changes yet but you will in the future. If you are on the call, you can stick with us if you're interested.

Okay. So let's flip to the first slide and talk about Performance Measurement. And the reason we're kind of going over some of this again is because we are now talking about Performance Measures and evidence based programs. So I want to make sure that we're all remembering what it is that we're talking about when we're talking about performance measurement.

So Performance Measurement is the ongoing monitoring and reporting of program accomplishments and progress. And Performance Measurement explains what level of performance is achieved by the program.

We use Performance Measures like outputs and outcomes. Outputs tell us if the - we have an effective implementation of a program and outcomes are used to assess the results of service.

We also, in Performance Measurement, have this overarching theory of change. And that is the mechanism by which programs outline how their programs work based on existing research or practice grounded in evidence and field experience.

And let's go to the next slide. A theory of change has three main elements. And we can see those here. There's a community needs problem or a community need or problem to be addressed. There's a specific intervention or set of service activities that you've chosen to address the need with based on evidence that a similar approach has worked in the past.

And then we have the outcome, which is saying if you deliver the intervention or the service activity according to plan, it will bring about a measurable positive change in the community in relation to your targeted need.

So the theory of change that your program uses should surface a problem that your program proposes to address, your approach to the problem and the rationale behind that approach.

The theory of change includes what your volunteers do and what you plan to achieve through their service. Let's look at the next slide. And we use information underlying those elements, those three elements, to continually inform the theory of change.

And that information includes statistics or data that documents the extent and severity of the community problem you will address and evidence that

informs your understanding of why a particular intervention or service activity will result in the change identified in the outcome.

And looking at the next slide, when we're relating this to our work plans, you'll see we have those main elements involved; the community needs, service activity or intervention and outcome.

In our work plans we also collect information on the output because as we have talked about a second ago in Performance Measurement we're using outputs and outcomes as a check on whether the program is doing what we think that it's doing. So we use both of those pieces of information to kind of gauge how we're doing and what kind of progress we're making.

Sorry. Had to pause for a sip of water there. Okay. So when we are looking at a work plan, you're entering information in the community needs statement. You select the service activity from a drop down box from a menu of options, right.

And you're selecting your output and outcome from a menu of options. And then you're providing additional information in the service activity description and the instrument descriptions for your output and outcome.

So let's take a look at some of the specifics behind what we're asking for. One the next slide we'll take a look quickly at community needs. So your community needs statement is really--you're pulling together data that describes the community needs and it should address really three broad areas.

And now we have information - there are specific questions or bullet points that in the application are outlined for applicants or grantees to address. Right.

So in the application instructions there are four or five bullet points under community needs and it says specifically describe this, describe this, describe this. Overarchingly what those bullet points are trying to get at are these three things; the scope of the problem, the extent of the issue in your community, the significance, which is why - what makes it compelling. Why do we care?

Here's where you might want to include data that tells us how the need is affecting the community in more general terms and how it connects to other community issues.

And we also look at the cause. Why is the need there? How does it exist? How did it come about? Is there historical data that you can include, historical information showing how the need started, how long it's been around?

On the next - so let's pause here for a second. So this is broadly speaking what we're looking for in a community needs. When we talk about including data, I'll make - the point I want to make here is that it's important to include relevant data.

And we often ask for information for like primary sources. So a report that shows that this particular service activity providing companionship does in fact help older adults stay in home longer. But the report that exists may not directly relate to your particular community.

And so when you're writing a community needs statement, what we're looking for is that link, that connection. So when you're putting the data in making sure that you're connecting it to your community and then connecting it to the outcome that you're talking about.

So making sure that you're sort of connecting the dots, providing all of the pieces and all of the links for us because when someone's reading the community needs statement, they might not be familiar with your community or they might not be familiar with the need. And so it's important to make sure that you're providing all of the connecting pieces.

Okay. Let's look at the next slide, service activity. In the service activity this is where you're describing who are the beneficiaries of the service. What are the volunteers doing with them? How often do volunteers provide service, for how long and where does it take place?

The reason that these things are important is that when you're looking at your outcomes, our outcome measures for senior companions in that - in the Performance Measures instructions when you go through the Performance Measures instructions and you look down to where it says how - what are the key definitions.

How do we define this particular measure? How much service is necessary to bring about the change, to bring about the outcome? The corporation gives you the flexibility to define service for your program. So you are able to define how often the service is provided, how long it's provided and where it's happening. And so it's important to make sure that in your work plan you're including that information.

On the next slide we talk quickly about outputs and outcomes again. And so outputs are the amount of service that's provided, right. So in our case we're usually talking about the people served. And the outputs are really the immediate results of the volunteer services and it has to do with a count. It's the number of people served, number of clients served.

The outcomes are what reflect the changes or benefits that occur. And in our context the outcomes are the longer term or permanent improvement that's expected in the community due to the volunteers and their services.

So the outcomes are for senior companions but they - in senior companions we are always asking questions that are addressing changes in attitudes and beliefs, right, or behavior or condition.

Okay. One the next slide we can see common pitfalls. And this has been put together based on real feedback from folks who read our applications and are assessing the common pitfalls that we see and that our grantees - kind of these are the traps that we fall into frequently.

So again, with the community needs statement sort of providing too many statistics that aren't related or that - where there isn't that connecting statement relating the data that's presented to the community need and to the outcome.

With service activity we often find that all of the pieces of information aren't included. So we don't have a full picture of what the design is, what the service is that's going to be provided; how long it's going to be provided; what - how much service do you think is required in order to meet the outcome.

And then in terms of when we're building the work plans, sometimes we see that the outcome isn't related to the community need. So again, making sure that you put all of those connecting pieces in. Make sure that what you're talking about in the community need relates to the outcome. And with statistics - oops. With statistics make sure that you're citing your sources and providing as relevant of data as you can.

Okay. Let's pause here for questions. Does anyone have questions about our overview?

Coordinator: As a reminder, that is star 1 if you would like to ask a question. (Elizabeth), your line is open. Please check your mute button.

(Elizabeth): So you can just regard my question. It was in the beginning. I apologize. I'm okay now. Sorry.

Jill Sears: (Elizabeth), you're with us on the PowerPoint? You're doing okay?

(Elizabeth): Yes, I am.

Jill Sears: Thank you. Anyone else?

Coordinator: One moment please. We do have a question just coming through.

Jill Sears: Thanks.

Coordinator: This question is from (Deb). Your line is open.

(Deb): Hello. I do not have my materials from the application process. But when I did my work plan where of course the Performance Measures are reflected, it had a number of drop down boxes. And I want to say it was service activities. And it had some very specific service activities listed that had never - I've never heard of before. So we had to research them. And I don't know if I can remember the name of them like C plan and I can't recall the others.

But it seems like there's a new agenda as far as service activities like companionship. And then there was one other place where there was a drop

down box and you had to choose between companionship and meals and transportation and these things.

When we do all of those things and I just wondered if you had any feedback for us on how we should handle that because I want my reports to be as strong as possible and I don't know if you guys score like companionship or transportation, you know, one higher than the other.

Jill Sears: That is a great question. And I'll answer that in two parts. The first part is that it's important to remember that the measures are corporation wide. So all of our programs, not just Senior Companies, not just Senior Corps, but all of our programs use the same measures.

And so in other parts of the corporation at times our programs will want to add in information that better reflects the activities of their programs. So some of the changes that you see are changes that are made because the module itself is - the way that it works is that you have to sort of insert everyone's service activities and everyone can see everyone else's options to a degree.

So some of it sometimes relates to things that are happening in other parts of the corporation. And that's great. I mean that's okay because ultimately what is important is that we do have these measures that are corporation wide where we can make them work in different communities and for different programs but still make a statement about the impact that the corporation as a whole is making. So that is in part sometimes what you see.

There's another part of this where we do have new service activities that are introduced because they make sense for certain types of programming. So in some instances there are options that are available because they relate to

particular kinds of programs and they may be relevant to some things that Senior Corps does.

(Deb): (T care).

Jill Sears: So maybe...

(Deb): Can you still hear me? I don't know if I'm on...

Jill Sears: I can hear you. And I hear (T care) and I'm not familiar with it. I mean what might be great is that if - we'll sort of maybe take a look and do some email exchange because I really am not familiar with (T care) or which measure that you're seeing it on.

(Deb): Yes. I'd love to do that. Are you going to give...

Jill Sears: Do you know which - do you know which measure that you're seeing it on?

(Deb): Well, I'm seeing (unintelligible).

Jill Sears: Off the top of your head?

(Deb): And then it was - let's see. (HH).

Jill Sears: Okay. I'll take a look at it.

(Deb): And so...

Jill Sears: I can't give you an answer off the top of my head because I don't (unintelligible)...

(Deb): Sure. Oh yes. I understand.

Jill Sears: ...that's why it's there. I mean presumably it's three because it makes sense for one of our programs corporation wide. I don't believe that it has been introduced - well, you know, we'll just leave it at that. So it makes sense somewhere in the greater scheme of things.

My email, since you asked before I forget, is jsears@cms.gov. Feel free to email me. I don't know that I'll have an answer. I mean generally what, you know, there are a number of things that could happen. And so I'll continue through the scenarios.

There's - the corporation uses all of the same measures and so sometimes other programs will request changes and then all of the programs will see those changes.

There are some changes that Senior Corps has requested and similarly all of our programs will see the changes that we've requested because the Performance Measures are corporation wide. And so they become available for anyone to use.

And then I feel like there might have been another part to your question that I'm not remembering.

(Deb): There was - there's another drop down box like right after that where you have to choose between like companionship, transportation, meals like that.

Jill Sears: Right.

(Deb): And you can only...

Jill Sears: Sure.

(Deb): ...use one when we do all of them.

Jill Sears: That - and that has always been the case. So there have been a number of options in independent living for different types of service activities. And our recommendation has always been that you select the service activity that best represents your program.

You can make work plans that represent each individual activity but generally that represents a level of work that may be more than is really required to report your outputs and outcomes.

So that's why it's important to, when you're writing your service activity description, to be very clear about what you mean when you're saying service activity.

So what the volunteers are doing, how often they do it for how long so that you're providing a really robust and rich explanation of your service activity in the description because we do say okay, here's your drop down. Are you, you know, companionship? Is it transportation? Is it companionship to Department of Veterans Affairs, you know, so.

(Deb): Right.

Jill Sears: So recognizing that there's a certain amount of this that's driven by the drop down, you have certain areas where we are asking you to provide, you know, a high level of detail.

And in the module itself - I'm sorry, we can't look at it today. But in the module itself the space that's provided, the text boxes are fairly small but it really will allow you to put in a lot of information.

So if - it might be a little deceptive because in terms of having space on the screen, the boxes have to be small but we are really asking you for a lot of information.

So that's why we, you know, often recommend that you sort of make your work plans outside of the system and then cut and paste in because that, you know, we're working with the space that we have.

So it's often best to build up your application and write the text outside to make sure you're hitting all of the key points and answering all of the questions or addressing the bullet points and then copy and paste it in.

(Deb): Right. And what was your email again? I'm sorry.

Jill Sears: It's jsears@cns.gov.

(Deb): And thank you very much.

Coordinator: I show no further questions at this time.

Jill Sears: Okay. Great. So what we'll do now is talk about the changes that are coming up for our Year 1 grantees. So if we go to the next slide that says Performance Measures requirements if everyone's there.

Our primary focus area remains the same. We are Health Futures Independent Living. Our measures really remain the same. So our senior - and our Senior Companions the legislation is the same. The main focus of our service is the same.

What's different is that instead of using the percentage rules, so if you remember the ag or the idea that a certain percentage of unduplicated volunteers are in this area and you can put a percentage of volunteers in this other area, we're replacing that with a cost per unduplicated volunteer and outcome based assignments or an evidence based - oh, this is - I have the wrong thing up here. Sorry. So just ignore that for a moment if you're seeing what I'm seeing.

We're talking about replacing cost per unduplicated volunteer and outcome-based assignments. And we have new measures and new service activities. Okay. So let's move to the next slide.

And is everyone seeing this? 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 Healthy Futures Independent Living or in a National Performance Measure output and inclusion of people with disabilities work plans. And those are specifically for grantees that have historically supported programming in that area.

And all of this is in Appendix B, which are the Performance Measure instructions. And so if everyone still has up here Managing Senior Corps Grants page, I'm going to quickly refer back to this page because as we saw while we were scrolling down to find our PowerPoint link, there are lots of different links here that connect you to a lot of different documentation.

And one of those documents is Appendix B, your National Performance Measures instructions. And so we're covering sort of an overview today. But that document with the instructions gives you the full list of Performance Measures that are available and the full sort of requirements.

That with your invitation to apply and your grant application instructions are really your key documents to putting together your application. And you really do need all three documents in order to have a good idea of how to answer not just the questions for the Performance Measures, work plans but for the entire application.

And getting back to our slide here for work plan projections one VSY is one unduplicated volunteer. And as we know, that's really an estimate for your work plan projections because how you budget VSYs and how many volunteers you truly have onboard we're not sort of looking at that. What we're looking at really is equating one VSY to one unduplicated volunteer for your targets and your work plans.

And if we go to the next slide, you can see the calculation here. And this calculation is how hopefully it will help you think about how many unduplicated volunteers you need to put in your work plans.

So I like to think about it as sort of backing into it by taking your total federal funding and dividing that by 6000 to give you the number of VSYs that you need for National Performance Measures and outcomes.

Does anyone have questions about this? I've heard many questions so I want to pause here and see if folks want to ask questions about this right now.

Coordinator: There are no questions in the queue at this time. But if you would like to ask a question, please press star 1.

Jill Sears: Okay. And so this is a standard calculation for all of our grantees to use regardless of your current federal rate per VSYS to determine the number of VSYSs or unduplicated volunteers that you need to meet the new 2016 National Performance Measure requirements.

Okay. Let's look at the example on the next slide. So in this example you can see we are using an annual baseline federal funding of \$360,000. And I selected this number because mathematically it works out nicely when we are dividing by the VSYS rate.

So assuming that an annual baseline federal funding that the amount is \$360,000, you can see on this chart here that the unduplicated volunteers and outcomes regardless of the VSYS rate - let's say that this particular grant currently has a VSYS rate of \$4000.

Using \$4000 cost per VSYS this grant might have 90 total unduplicated volunteers. They need to program 60 of those unduplicated volunteers in outcomes. They may program all of them in outcomes. They may choose to work with their state office to adjust their VSYS level.

So there are a number of ways in which a grantee could think about how they want to adopt the new Performance Measure requirements. They might choose to program a VSYS rate that is somewhere in between their current rate of 4000 to the new rate of 6000 because they might have, you know, a number of reasons for wanting to do that.

So you're able to - we have the flexibility to sort of look at where your current VSY rate is - cost per VSY and the new suggestion of - or requirement - it's not really a great way of thinking about it. But the new rate of programming and see how many unduplicated volunteers you might have and how many need to go in outcomes.

Let's pause here for a second for questions because I feel like I was kind of talking to myself a little bit at the end there and maybe I want to make sure that we're all on the same page and that I didn't sort of go too far astray in my example here.

Coordinator: We do have a couple of questions.

Jill Sears: Yes.

Coordinator: This question comes from (Ilene). Your line is open.

(Ilene): Well hello.

Jill Sears: Hi.

(Ilene): My initial question got answered but I'm not feeling clear on this. I'm not feeling clear on the \$6000 current VSY rate. And I guess this would be the way to ask my question.

When I got my letter of invitation for the Year 1 grant, if I'm taking the amount that is on there and dividing it by 6000, I'm also supposed to be coming up with the current VSYs of that letter?

Jill Sears: So you have a current grant, right, and you have an...

(Ilene): Yes.

Jill Sears: ...annual baseline federal funding. So on your letters you're getting the annual level of funding that you have. And then also on your letter I believe you should have your current VSY - how many VSYs you currently have. Right?

And then there's also a space on the letter that gives you the number of VSYs that you would need to program in outcomes based on a cost per VSY of 6000. Right? So you have like three different pieces of information.

You've got your annual baseline federal funding. You've got your existing VSY level. And then you have a number that tells you how many VSYs or how many unduplicated volunteers you need to program in outcomes. Right? You have all three of those things.

Okay. And so the point that I'm trying to make here and not very elegantly is that at this point what you're able to do is work with your state office, look at the grant application instructions, the invitation to apply, all of the information that's in there and look at your current program. And you have the ability to make some decisions about the direction of your program.

If you - there are a number of cases where grantees are having trouble recruiting. And so they may choose to request that their VSY level is adjusted in some ways. So that adjustment could be to the VSY rate where they'll be programming sort of the number of unduplicated volunteers that they need to have in outcomes only.

They may choose to program somewhere in between where they are now and that number. Or they may choose not to change at all - the VSY level at all.

And then in that situation - in that scenario you may have a number of volunteers in an outcome based work plan and you might have a need to program volunteers in a measure - another measure that's available. Does that make sense?

(Ilene): I'm not as clear as I'd...

Jill Sears: (Unintelligible).

(Ilene): ...like to be but thank you. The number is just so different when I divide my grant number. And we - I'm sorry. I don't really have a clear enough question to ask you at this time. I don't want to take up the (time).

Jill Sears: Okay. I mean so another sort of step back and maybe context I'll give to this is that we've had, you know, historically the way that our grant making has worked is that we've had the ability to sort of make different kinds of grants at different times.

And cross the country we don't have a lot of consistency in terms of the cost per VSY. And so this is a way in which we're trying to give grantees the opportunity to come closer into alignment with each other.

Coordinator: Our next question comes from (Deb). (Deb), your line is open.

(Deb): Me again. So sorry.

Jill Sears: No.

(Deb): My understanding was that the VSY was 1044 hours. And then so the total annual is, you know what, 288. And now the VSY rate is up to six.

Jill Sears: This we - that we're talking about two different things there. So what you're talking about there is the budget calculation to determine how much funding to set aside for stipends. So that number that you're talking about deals specifically with the stipend rate. This here - what this is saying is that you can program up to so many VSYS in outcome based work plans. So they're kind of two separate issues.

(Deb): Okay. So because when I take my - I get 35 VSYS. If I take that and multiply it by six I get like - probably 70,000 more than I'm actually granted?

Jill Sears: Right. And so what I would say is that there - I would think about it in the first way and take your annual baseline federal funding level and you sort of work backwards from that. Because in this process we don't have the ability to award a grant higher than the annual baseline federal funding level unless you're considering or unless you're proposing to implement or include an evidence based program.

So in general we are saying we have an - you have an annual baseline federal funding level and from that your - you can take a look at you VSYS and see - you sort of look at it backwards instead of seeing - saying, okay, well maybe I can increase my funding level. It's sort of looking at it in the reverse way.

(Deb): Okay. Thank you.

Coordinator: I show no further questions at this time. That is star 1 to ask a question. One moment. A question just came through.

Jill Sears: Sure.

Coordinator: This question comes from (Cheryl). (Cheryl), your line is open.

(Cheryl): Hi. I think a light bulb just went off. And it was listening to (Deb) ask her questions and then the previous project director. When you're talking about the \$6000 and dividing it by our federal award, that is the number of volunteers that we have to have in the outcome based Healthy Futures or say with foster grandparent and education work plan. Is that what I'm actually hearing that we have to do? And that's kind of simplified that for us.

Jill Sears: Yes. That's exactly correct.

((Crosstalk))

(Cheryl): ...I finally got something.

Jill Sears: So what this is really allowing you to do is think about whether you want to adjust your VSY - to lower your VSY rate. And so if that - some - many of our projects are expressing that they're having trouble recruiting or having trouble retaining volunteers.

And so what this is doing is effectively allowing you to think about adjusting your VSY rate. You're still - the legislation hasn't changed. So everyone is still subject to the 80-20 rule. So you - it might free up some funding to allow you to support meals or mileage at a level that maybe you haven't been able to do in the past. And so the - you'd have to still maintain your cost reimbursement ratio and meet the 80-20 rule.

This is something that might make sense for some of our programs. Other programs might look at this and be able to say okay, well, I would like to keep my cost per VSY rate where it is at say 4000 instead of 6000. And then I have

a certain number of volunteers that I can have in other areas, which really makes more sense when you're thinking about - frequently when you're thinking about foster grandparents.

Most of our Senior Companion Programs really do focus on - we don't have a lot of variation in terms of where our Senior Companions really are supporting - doing companionship, maybe transportation, maybe like that (phrase) to the variation is in the service activity much more so than in the part of our work plans that deals with outputs and outcomes.

(Cheryl): Okay. But this amount we can - you say it's flexible and that we can use it to offset maybe a lower transportation cost if we want to increase the amount that we pay for mileage, that kind of stuff?

Jill Sears: Maybe. I mean what this is really saying is that you might be able to spend less in stipends...

(Cheryl): Okay.

Jill Sears: ...and put that funding - allocate that funding elsewhere into other cost reimbursements.

(Cheryl): Okay. And that'd be - that conversation to have with our state office?

Jill Sears: Definitely. Because that...

(Cheryl): Okay.

Jill Sears: ...your state office will help you sort of asset your program and figure out what makes the most sense.

(Cheryl): Okay. This would not reduce our VSYs permanent like we're funding for 70, excuse me, 11 Senior Companion VSYs. So if we change this, would it reduce the number of VSYs that we were...

Jill Sears: It may.

(Cheryl): Okay. All right. So that's a conversation to have before...

Jill Sears: Right. I mean it's an option. So it...

((Crosstalk))

(Cheryl): Okay.

Jill Sears: Are there any other questions?

(Cheryl): Thank you.

Jill Sears: You're welcome.

((Crosstalk))

Jill Sears: Oh, hi.

Coordinator: I'm sorry. Go ahead.

Jill Sears: Oh, I was going to say it sounds like maybe we don't have any other questions right now or...

Coordinator: We do. I'm sorry. There's one that just came through and that is from (Brenda). Your line is open.

(Brenda): Thank you. If we are just starting our grantee - starting our Year 1, when does it take effect? Did I miss that?

Jill Sears: This is for your renewal. So if you're in Year 1 and then the next application that you'll make is a continuation, this won't affect you until you're making the next Year 1 application.

(Brenda): Oh, okay.

Jill Sears: So you've got some time to think about it sounds like.

(Brenda): Okay. Thank you.

Jill Sears: You're welcome.

Coordinator: No further questions at this time.

Jill Sears: Okay. Well let's look quickly at the next couple of slides here. We have a couple of new additions to the measures. They're really - as I had mentioned before, so if we can flip over to the slide that says created objective, inclusion of people with disabilities.

So we have introduced this measure for programs who have historically supported volunteers in this area. Senior Corps is not expanding efforts in this area. So this is really a measure and an option that's available to a handful of folks who have been doing this since the beginning of their Senior Companion Program.

And so to - they had been receiving waivers in order to be able to continue that effort and this just sort of brings you into the Performance Measures module.

On the next slide we can see that this is a new option. It's really replacing the other Healthy Futures option and it is the other community priorities. And all Senior Corps programs are being given this measure to use if it's necessary. And so we're changing this from other Healthy Futures to other community priorities just to bring it into alignment with the other two programs.

And then finally let's take a look at the slide that's called evidence based programs. There is an option or an opportunity for grantees to request a higher level of funding if you're proposing to implement an evidence-based program.

And this impact our Performance Measures in the sense that you'll still need to make a work plan for any evidence based program. And for the Senior Companion Program, you'll likely be able to fit this in your normal work plans.

So the impact on your performance measures in terms of your work plans you'll be doing something that's fairly similar to what you've always been doing.

We have a couple of - we had an evidence-based program Webinar yesterday. And then we're holding a call upcoming the next few weeks. You can check on Managing Senior Corps Grants on that Web page again to get the replay information for the evidence based programming call if you're interested in listening to it.

We're also releasing three online courses. But those aren't out yet. So we're still waiting on final delivery of those. And they should be available soon. And we'll definitely send messages to you to let you know that they're up there and they'll be posted on the Managing Senior Corps Grants or available to link to from that Managing Senior Corps Grants page when they're available.

Okay. Do we have any other questions? Those are all the slides that I have for you. So if you have any other questions, please feel free to ask them now.

Coordinator: I show no questions in the queue. That is star 1 to ask a question.

Jill Sears: While we're waiting to see if any questions come in, I'll take this moment to thank you for working through our technical difficulties with me. Thanks for your patience. Thanks for clicking over and sort of clicking through the PowerPoint yourself. I appreciate the assistance.

Coordinator: We have a question from (Marilyn). (Marilyn), your line is open.

(Marilyn): Hi everyone. I am new to the program so I think going over this PowerPoint will be something I have to do again. And I know you've given out your email address but if you can just give that out one more time.

Jill Sears: Well let me back up here and say that your first point of contact and your best point of contact is really always your program officer. They'll be able to help you work through the specifics of your grant and your program.

A lot of what we're doing here is talking about the basics and sort of like the broader idea of Performance Measures and how to make your work plans and how to think about incorporating some of these changes.

When it comes to specifics about what are the implications for your program, what does it mean for you and your community, the person to work through that with is really your program officer because they're your first point of contact.

(Marilyn): (I got you).

Jill Sears: So I probably have limited help...

(Marilyn): It's understood. I thank you so much for clearing that up for me.

Jill Sears: Yes. Of course. Of course.

Coordinator: I show no further questions.

Jill Sears: Okay. Well, thanks everyone. I know this is a Friday afternoon so I hope everyone has a good weekend. For those of us sort of on the East Coast, stay dry, stay safe. And thanks again.

Coordinator: That concludes today's call. Thank you for participating. You may disconnect at this time.

END