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LSI
Senior Corps Session 2 The Foster Grandparent Program

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>> LSI: Thank you for joining us for the Foster Grandparent program session. This program is being recorded. The audio for this event is being broadcast by phone and online. This webinar is in lecture only. The microphones are muted to reduce background noise. Let's look at Zoom features for this webinar. At the top of your screen is the view drop-down's menu where you can change screen options. On the lower left corner are the audio options. In the middle of the screen, you will notice icons. Select an icon to open a feature. The first icon is for the chat panel. The next icon is the hand raised panel. If you have any problems during the webinar with your technology, please raise your hand and one of our LSI people will get to you. Let's perform a quick sound check. Please enter yes in the chat to confirm the audio is working. Wonderful. It looks like everyone's sound is working. Brian, you have the floor.

>> BRIAN COGNATO: Thank you so much, Sabrina. Welcome everybody. We are very excited to have you all back here today for our second session of four total planned decisions on the two competitions we have open right now. One quick note. You saw during the sound test, all of your responses were sent to just what we call panelist, that is speakers, myself and Courtney, and the LSI team helping us with logistics. But you can actually chat with others, with your fellow attendees. It looks like some 20 attendees right now. It says, the chat box, right now, my guess it says to open lists. If you want to, you can switch that to all panelists and attendees. Make sure to introduce yourself to your colleagues and peers here on the line. Let's give that a shot. If you want to go ahead and change that to all panelists and attendees, that will help us in the future. All lines are on mute. We will only be taking questions via the chat box. You can send questions to myself and Courtney, and we will do our best to answer them, but it's helpful if you can see what each other can say. We will invite you to share thoughts with each other. If you open the box where it says to,

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you can switch it from all panelists to all panelists and attendees. You don't have to. All panelists will come to me, Courtney and our logistics support team. But if you want to go all panelists, you are welcome to introduce yourselves to your colleagues on the line. I have already alluded one of my colleagues and peers, Courtney Sutton, joining us from the Senior Corps team. You want to say hello?

>> COURTNEY SUTTON: Good afternoon, everyone.

>> BRIAN COGNATO: Thanks, and good afternoon to you. Thanks for joining us. Let's go ahead and dive in. One last note about questions while we do that, just a quick reminder about some kinds of questions we might need to redirect. We will be getting questions in the chat box, but if you have a specific question, specific to your situation or your organization, we are going to refer you to an email to submit those. Let's try another question here. How well do you know Senior Corps? The Foster Grandparent program is a Senior Corps program. We are a suite of volunteer programs all focused on engaging older Americans in service, 55 and older, so let's see who is familiar with Senior Corps. Watching the results come in. I will give it one more minute to see if anyone wants to chime in. Most of you seem to know us pretty well. But if you are new to all of this and even if you are somewhere in between, congratulations. You are in the right place. We will talk about one specific program, the Foster Grandparent Program, which I assume is the program you are most interested in. Final question to break the ice a little bit. Have you been at any of our previous webinars about this? We have only had one of them yesterday. Did you attend the webinar yesterday about the competition? We are going to do a little bit of a recap here. We want to make sure everybody gets the same information. We also find it helpful to hear these kinds of more than once. It looks like most have actually already attended one of the webinars we had, the webinar yesterday. Some information we are sharing, to make sure everyone's on the same page, will be review, but hopefully a useful review. Then we will go in depth into the

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Foster Grandparent program. Let's go over the objectives. We are going to start with a recap about some competition basics to make sure we are all working from the same information. Those who have heard this before, it will be a chance to check knowledge and ask questions. Then we will focus on the Foster Grandparent Program or FGP program. We will talk about how to understand that program and also give practical implementation information you need to develop a realistic application. This is one in a series of webinars. I mentioned we had one yesterday. It was a much more big-picture webinar, so if you want to know more about the application process in general, we will have the recording of that up by next week, and you can view that to make sure you are up to speed. If you want to know more about the Senior Companion Program, come back the same time tomorrow and we will be doing that. Then we will close this series with submitting your application via eGrants on Thursday. All of these sessions are being recorded, and all the recordings will be available by next week on the competition homepage. That's the page that you see in the link up top right. I will go ahead and just copy and paste that if I can in the chat box. Apologies. I will be able to cut and paste that in the chat box. Now this email address, there may be some questions that we can't get to today. If that's the case, that email address is your best bet to get an answer. We have much more for you to respond to very specific questions there because we are not (indiscernible) some of our easier. That email is 2020FGPSCP@cns.gov. 2020FGPSCP@cns.gov. With that, I will hand it over to Courtney. Courtney, take us through some of the competition basics.

>> COURTNEY SUTTON: Just to go over a couple of things from this slide here that is pretty self-explanatory, our competition is open right now. That means that at any point between now and 5:00 p.m. on December 6, you are welcome to cemented application for any of the opportunities that are available. This is the replacement, which means that we are limited in the geographic locations in which we have funding available. All of that information is on our

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competent website, which Brian has posted in the chat box. There's an Appendix A that lists the exact geographic locations that are open within each state. Finally, this competition and all related information, the Notice of Funding Opportunity and some frequently asked questions are available on the website, as we mentioned. So if you have any questions on anything we mentioned that you don't remember after the call, you are free to check out the website for more information. You can also email that email address that Brian just talked about, the 2020FGPSCP@cns.gov, if you have any other questions a little more specific to your actual program. On the screen now is a map of the areas we have open for this replacement competition. There's a bunch of different areas throughout the country that have some sort of opportunity in them. Today, we will focus mostly on the opportunities in the states and blue and green on the map because those would be areas where we have Foster Grandparent Programs. However, there are some Companion Programs available, and those are in the orange and also in green states on the map as well. More information about these exact locations that are available in each of those states is on the Appendix A document, which Brian is showing us right now. On the Appendix A, which is also on the website, it lists out the exact state, the total federal funding that is available, the start date that we are anticipating based on the competition timeline, the number of volunteer service hours required, which we will talk about a little bit more later on, and then the actual service areas that are open for competition. So this is just a snapshot of some of the opportunities that are available right now through the Foster Grandparent Program.

>> BRIAN COGNATO: I want to clarify a couple things that came up in yesterday's webinar. This might be repetition, but we are making sure we are clear about it. This is just a screenshot of the first chunk of the opportunities available for the FTP program, not all the opportunities you will see. It stops at New York I think, and that's not because we don't have any opportunities after New York. It's just because this is a screenshot, so go to the website to view the

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full opportunities. We will come back to the volunteer service years, so if that is a new term to you. We will talk about it in depth before we wrap up in more depth than we talked about it yesterday. Now we are going to dive into the Foster Grandparent Program itself. This is the real meat of this webinar. We will be talking about the program and hopefully giving you enough information to assess if this opportunity is right for you and also to build an application that is realistic and responsive to all the unique aspects of the Foster Grandparent Program. As always, we want to make sure you have all the information at your fingertips even if we are not here all together. This is the snapshot of some of the resources available. I will show you how to use a couple of these throughout the webinar today. We have some videos that let you see a first-person kind of aspect of Senior Corps including the Foster Grandparent Program. I will show you a different video than we saw yesterday too. I like these vignettes of actual volunteer experiences that you can see in our Senior Corps Stories. Then National Service in Your State is a great resource to get to know what might be going on in your community right now. If you don't see an opportunity that's right for you in Appendix A, this is where I will direct you because this is where you can see the kinds of Senior Corps programs that might already be going on in York. It's a county-by-county list of not just Senior Corps, but all of the National Service programs. Often, they are looking for partners they can work with in their communities. It's a great way to get involved with the program. I'm going to skip these two resources now because I will actually show you that in a little bit more depth in just a couple of minutes. Finally, the resource to end all resources, I think, for this particular process is the competition webpage, which I dropped in the chat box. That's where you can find our Notice of Funding Opportunity, which is a document that's very similar to what you may have experienced as request for proposals or request for applications in other programs. Let's go ahead and view a video about the Foster Grandparent Program, and I will talk more about why think this video is particularly useful and why I really like the perspective it

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shares in just a minute. It is different than what you saw yesterday so don't tune out. (Presentation Plays) (Music)

>> I love grandma Lydia.

>> She's nice. She's kind. She's a bighearted person.

>> She helped me learn to read.

>> Grandpa Bill helped me improve 20 points on math.

>> My favorite thing about grandma Karen is she dresses pretty.

>> I'm a better student because of her.

>> She helps me with reading sometimes.

>> I wouldn't be able to speak to you in the stone with right now without her help.

>> Being a Foster Grandparent has given me a purpose in life. We go into the classroom and work with those children who are not quite up to grade level. The volunteer is watching the light light up in a kid's eyes. You can see their success and it's really rewarding. Couldn't be more satisfying. I think that the good, strong, loving supportive relationship with the child is probably is one of the most precious and most important things, just as important as a good education.

>> I came from Afghanistan one year ago, and grandma Carol helped me with some English.

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>> I like to read to grandma.

>> You helped me with everything. With the read and with the writing.

>> Mr. Werth, I want to appreciate you. For teaching me lessons that I hadn't really been taught. Basically, I see you as another father because my father hasn't been in my life.

>> You've really taken the time to teach me things that I didn't know that I didn't think that I could get there.

>> It's making me cry.

>> We can make a change. You can make a difference in children's lives. We can help all these children because there are children in need. It makes a big difference that you get involved with young people.

>> I got involved with Foster Grandparent knowing that if I could touch one person's life in that classroom, I made a difference in their life for the rest of their life.

>> Being a Foster Grandparent has been a wonderful experience for me, and I'm not going to give it up.

>> I am so proud of the work that I do here. It is a win-win situation. I help them and they help me.

>> I've been suffering with fibromyalgia maybe 15 years. But joining the Foster Grandparent Program has given me new vitality, new purpose in life.

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>> Not only am I helping my kids, but I'm helping myself. Now I'm living again and the Foster Grandparent did that for me. Thank you

>> Thank you, grandma Janet. Thank you, grandma.

>> Thank you, grandma Carol.

>> Thanks for helping me.

>> Thank you, Mr. Werth, for helping me change my life.

>> BRIAN COGNATO: I don't know if it's getting a little smoky where you are, but I think some smoke is wafting into the window here where I am presenting from in Chicago. Hang on one second where I bring our slides back up. That's the video. I saw an attendee mentioning in the chat box it's been available for a long time, but I think it gives a great perspective on the Foster Grandparent Program and highlights what it makes it a unique opportunity and why we are so excited that so many of you are interested in applying. We hope you do apply. Probably showing that video receipt reveals we would love for you to apply. Let's talk about the program's purpose. There's a lot of text on the slides. That's a clue that it's important. We want to spotlight this. It's actually a quote directly from the regulations that establish the Foster Grandparent Program. This is so important; it's the program itself. The purpose of the Foster Grandparent program is grants to qualified agencies and organizations for the dual purpose of engaging individuals 55 and older, particularly those with limited incomes, in volunteer service and to provide a high-quality experience that will enrich the lives of the volunteers. Program funds are used to support Foster Grandparents in providing supportive, person-to-person service to children with special and/or exceptional needs or in circumstances that limit their academic,

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social or emotional developing. There is a lot in there and we will focus on a few things. First is that dual-purpose of engaging Americans 55 and older in service while also providing a high-quality experience to the volunteers themselves. We have two beneficiary groups, the community and volunteers themselves. The Foster Grandparent Program isn't limited to the limited income group, but it does have that as an explicit purpose. And finally, the supportive person-to-person relationships. You saw some examples in the video we just watched. We will talk about four major topics. I'm going to step back a little so we see them: volunteers, volunteer stations, volunteer assignments, performance measurement. You will see the themes as we go through the topics. Let's go to volunteers. Volunteers under 200% of the poverty line may receive a stipend for service. Volunteers in the Foster Grandparent Program don't have to be at that threshold. You can have a nonstipended volunteer, and anyone over 50 can do that, but the program does have this specific purpose of engaging Americans in service who often don't have the opportunity to do so. The logic behind that, which we will talk about in a minute, is volunteering has concrete benefits for older Americans. Part of the program is to make sure older Americans at or near the poverty level have an equal opportunity to participate. The threshold is set at \$2.65 per hour, so not a huge amount. It's meant to offset the potential cost of serving. There are other potential cost reimbursements available to volunteers as well, including supplemental insurance, meals, transportation, recognition, physicals and other costs related to volunteers. For more information on this -- you might say what counts as income, how do I apply, how do I find with the poverty level is in my state, we can include what is this -- how to put these other (indiscernible) into practice. We are going to show you where you can get more information right now. In particular, we will draw on two resources: the Code of Federal Regulations, the online version, or the Foster Grandparent Operations Handbook. I am going to show you how to do that right now. Let's say I want to know what the definition of income is. Let's see how you can find that. We are not going to be able to tell you every single detail, but our goal is to make sure you

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know how to get the information. I will go back in the browser. There are a few ways you can get this information and any practical information about how the Foster Grandparent Program operates. I'm going to show you a couple different ways. First thing I'm going to do is go to the manage Senior Corps grants page. This is one of those resources that I mentioned in the table of resources that I cruised over. I will link in the chat box. This is the page we use to give operational resources to grantees right now. So there's a lot there, but I want to draw your attention to program handbooks. The programs, we have program handbooks. Our current grantees use this to manage their grants, and it's got the answer hopefully to just about any kind of practical, operational question you can think of. I'm going to let this load for a second. There are public resources available to you right now. I want to learn more about income eligibility for Foster Grandparent volunteers. I will scroll down to the table of contents and FTP volunteers. Eligibility. I will click there, and I have this whole discussion of eligibility, including income eligibility and more information about nonstipended Foster Grandparents. If you continue to go on, there's even some tools and templates in the handbook, so this is a great resource for any kind of operational question. But there's another thing you can do and that is to use the Code of Federal Regulations itself. I'm going to tell you that 45 CFR 2552 is the portion of the Code of Federal Regulations dealing with the program. I can explain why, but it's easier for all of you to remember 45 CFR 2552. If you search that, you want to find the link to the CFR.gov, the official federal regulations. This is the official rulebook for the Foster Grandparent Program from the federal government. This is a federal program and has an official rulebook. Many of you are familiar with this. It is a series of questions with answers, and when you apply for the program, you are agreeing to abide by all of these different rules. Generally, everything I am going to go through is a synopsis of some information here. So to take her question about income, let's look at subpart D. I can just go down here for my question about what is income for a Foster Grandparent? I can click on that, and I get the answer right here. It's a somewhat complicated and nuanced

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answer, so I'm not going to have the time to go through the details of this, but I wanted to show you that because as we go through the material, there will be opportunities where we say, if you want more information, please go to XYZ. Now you have seen how you can do that. Let's go back to the presentation. To get back to the dual purpose, what we talked about before, Foster Grandparent volunteers, we have research indicating that they are actually healthier than other older Americans, those who don't serve. This is the result of a longitudinal study both with people who stayed in the Foster Grandparent as well as Senior Companion Program and those who left. It found that 88% reported fewer feelings of isolation among those who stayed in the program. 84% reported stable or improving health. 78% report fewer symptoms of depression. So we have a program that brings benefits to older Americans, and older Americans are a particularly vulnerable group. Let's move on to the next topic, volunteer stations. This is where our volunteers are out in the community. You can find the technical definition of a station in the handbook, but this is where volunteer will serve. Most programs will wind up placing their volunteers in community partnerships with quote unquote stations. Examples of stations include schools, Head Start, places like juvenile justice facilities, or homeless shelters. We saw many of the examples in the video we saw earlier. Stations play an important role in the program. They are responsible for (indiscernible) selecting the clients, the young people that are going to receive the services, working with the grantee to develop a written assignment plan and any on-site orientation and training, and supervision on site. This is just a synopsis of some more formal rules you can find in our handbook and the Code of Federal Regulations. While many organizations -- I actually think it's fair to say most will wind up placing stations external to them, a grantee, maybe a -- they will wind up placing volunteers in a school or organization that is external to the grantee. Not all do that, and you can actually place Foster Grandparent volunteers in your own programs. The grantee can do this station itself and take on these responsibilities. That does happen, so don't feel you have to go out and find external partners. What are they doing?

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What other volunteers doing at the site? We've gone and taken a quote right out of the Code of Federal Regulations. What requirements govern the assignment of Foster Grandparents? They shall provide direct, give direct services, to one or more eligible children that result in person-to-person, supportive relationships with each child served. That's what we really want to emphasize here. A Foster Grandparent should not be a teacher's aide or cleaning rooms. It's really about the one-to-one relationship. That's what we are going for, and that was the powerful thing you saw in the video. Let's do a quick poll to make sure that we understand that. You will see that on your screen now. Let's see if we can identify which one is appropriate. Viola is a Foster Grandparent volunteer who works at a school. She works with three specific children, one each in an individual class. She works with them to develop specific skills identified by the teachers at designated times during the day. Is that appropriate? Or second example. Sebastian is a Foster Grandparent volunteer who serves in a school. He is a floater who can be called in by teachers whenever they need an extra hand. He is not assigned to any specific children. His day could include everything from working with one -- it looks like we had information cut off. I apologize for that. I think we have enough information to see the answer that he is not assigned to any specific children. That should be enough. That's a little hint of what the appropriate answer is here. I'd looks like we have a number of answers in. I think we more or less plateaued, so let's end and show the results. Everybody got the answer right. The appropriate assignment is Viola working for those supportive, one-on-one relationships. That's the lesson we really want to drive home. We have gone through a lot of material, so let's pause and take some questions. We have more information to come about performance measurement. If you have any questions about the competition as a whole from the preview Courtney gave earlier, now is a great time for that. Once again, we will take questions in the chat box. If you would like to, you can change the chat box to all panelists and attendees so everyone can see your question. We will wait to see if we have any questions. Courtney, anything you would like to add to what we've said so far?

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>> COURTNEY SUTTON: I think you have it all covered.

>> BRIAN COGNATO: Thanks. I have not seen any questions come in. Let me give it a little bit more time. I am not seeing any questions, so we will go ahead and talk about performance measurement. This tends to generate a host of questions on its own, so if you didn't ask a question yet, don't worry. There will be plenty of opportunities. We will take performance measurement in two pieces: what do you need to measure and how we measure it. I like this graphic because I think it's a pretty interesting way to think about the unique nature of performance measurement in the Foster Grandparent and lots of social sector programs. We are trying to measure the love. We have feel-good activities out there. We have those wonderful, inspiring stories we saw in the video at the top of the webinar. How do we quantify that? How do we aggregate it? How do we analyze it, make sense out of it and communicate it to others? We are trying to measure the love, trying to measure the impact on those kid's lives. That's what we will talk about now, and we will start with what you need to measure. Before we go on, I saw question from Dawn in the chat. Dawn asks, is there any required poverty level for the children receiving Foster Grandparent services? There is not. You picked up in the regulations there is some language about some kind of special exceptional needs, but it doesn't have to be a poverty need. You can take a look at the regulations. It's broadly defined, that there has to be some kind of need for special assistance. It can even be an academic one. It can be academic, doesn't have to be related to poverty at all. Thanks for that question. Serving these children with all of these difficult of needs, how do we measure? For those who are applying for a grant, what does CNCS require you to measure? On the screen is a quote from the Notice of Funding Opportunity. That's the document on the competition webpage that is our equivalent of a request for application or request for proposal. For every \$6000 in annual base federal funding, at least one volunteer service year worth of service -- you heard

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that before -- must be placed in work plans that result in national performance measure outcomes in the education focus area. Lots in that little paragraph. Let's tease it apart. First, we will talk about volunteer service years. This is great because I know many of you were at our webinar yesterday, so I can ask some of you to review this to answer the question. VSY stands for volunteer service year. That's what we saw on the chart at the top of the webinar next to the states and start date and total federal funding available. Volunteer service year is really just a way of measuring hours. It's a collection of volunteer hours. In particular, one volunteer service year is 1044 stipended hours. That's all it is, just like there are 16 ounces in a pound. There are 1044 stipended hours in a volunteer service year. It's in one unit of measurement. We got that number by taking an estimate of 20 hours per week over a full year of 52.2 weeks. That's all it is, just a number of hours. With that out of the way, volunteer service years equals how many hours? Who has a calculator or is maybe just pretty good at math? This is a relatively simple math question, so I find people do pretty well. It looks like Don and Patti are the quickest in the chat box. That's right. Add a zero because 10 is a pretty easy number. That's -- if we say 10 VSYs, that's 10,044 hours. Now we are back to the chart that Courtney showed earlier, and we have this volunteer service year number at the top in the middle of the chart. Right here. There are two ways to think about volunteer service years for this competition. One we talked about a lot yesterday. It's the minimum amount of service an applicant needs to provide for the amount of funding available. What this says is if you are applying for this opportunity, to take the first one in California, you are applying, you need to have at least 13 volunteer service years' worth of service, worth of stipended surface. Can anyone tell what that number is? What is 13×1044 ? In the chat box. What is 13×1044 ? It looks like Maria is the quickest in there. My calculator is a little dummy here. 13×1044 . A little over 13,500 hours. One way of understanding VSY for this competition is the minimum amount of stipended service that an application for this opportunity needs to provide. That's one way of understanding what that number means. It is a minimum, which means you

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can provide more service. You can provide more service, 15 VSYS and so on. But there's another way of thinking about it. We touched on this, but briefly, yesterday. It's also the minimum amount of service where you need to measure the performance. That brings us back to this on the screen now. For every \$6000 in annual base federal funding, least one volunteer service year worth of service must be placed in work plans that result in national performance measure outcomes in education. If we look back at Appendix A, this number -- we did some calculations on this -- this number here is this number divided by 6000. Let's do another example down the list. Let's do Kentucky. Can anyone divide 90,000 by 6000? Can anyone divide 90,000 by 6000? Maria and Patricia have calculators handy. The number is 15. This is the minimum amount of service you need to measure the performance of that you need to measure. When you put in your application, you will be submitting something called a work plan. We will look at that in just a second. You will program your volunteer hours in the work plan. You will say, I will have so many volunteer hours devoted to this activity and so many to this activity. One potential activity doesn't actually need to measure the performance, but we do need to have at least this many volunteer service years' worth of service in your performance measures, where you are actually measuring performance, which means you are choosing outputs and outcomes for them. Let's go on to what you actually need to do to measure performance for these hours. On screen right now is a schematic, diagram of work plan. You will be submitting a part of the application that looks like this. Hopefully some of you have already created an eGrants account and getting started to look at this part of the application. The table you will build an eGrants will ask you to describe this different information. This may be familiar to some because it's very common, based on our ontological framework. Those who have worked with grants before may be familiar with this. We are asking you to do specific information about how you will measure. We will ask you to fill in this information including choosing outputs and outcomes from a menu of what we call national performance measures. National performance measures. National performance measures.

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Where you will find those is on the competition page. What you are seeing here is you scroll down on the competition page and I want to draw attention to Appendix B, FGP performance measure instructions. We will go ahead and take a look at that together. I am here on the competition webpage, and I will go down to the Foster Grandparent section. Then we have the resource I was pointing to, Foster Grandparent performance measure instructions. I will choose that. What you see are a couple of things. First, there is a summary of everything I am saying here. Not even a summary, a longer explanation of everything I'm saying. Then underneath that we have this menu of outputs and outcomes. That is what you will be using to measure your performance. There's a number of different areas available. If we scroll down -- I'm going to jump down -- you can see that there are specific definitions with more information for each of those. You will be using this menu of performance measures. One last resource before we move on that I want to highlight is work plan development worksheets. If you click on that, it's a word processing program document... In Microsoft Word so you should be able to use any word processing program like Word Perfect or Google docs that will let you plan out your work plan. That's what you will use to allocate your volunteer service years into your work plan. One very counterintuitive point I need to make is when you look in eGrants, you will see fields that say unduplicated volunteers and I need you to know that unduplicated volunteers equals VSYs for your program. It's not intuitive. It's a legacy computer system we have. If you see unduplicated volunteers in the system, think VSYs. We are counting hours, not people. That's one quirk that is written in the resources you will see. Hopefully, you will be able to navigate it. I wanted to mention it because it's a little tricky to digest. We have one more video that I will show just to remind us about what the Foster Grandparent Program is all about. I don't see any questions waiting for me in the chat, so while I play the program, I hope all of you will start to load up that chat box with questions so that when we get back to it, we will be able to take some of those questions up. We will end on a high note in terms of actual content. It's easy to get bogged down in performance

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measurement and regulations. I don't want that to be the last message that we have, so I want to go back to this. It's older than the one before, but it's still a good synopsis of the program. (Presentation Plays) (Music)

>> Betsy was handpicked by her teacher because she needed so much help in English and in writing. She was so far behind. They were really afraid she wasn't going to make it to the fifth grade. So I talked to her. She was so shy and I said, is there something you would rather do than talk today? She said, yes, I would like to read. So we read.

>> I have known Miss Jeannie for a year and a half and she's very nice. She loves stuff like me.

>> We talk. We talk about writing books. We read books together, tell each other spooky stories just to have that one-on-one. We have a good time.

>> One of the things I really love best about Jeannie as she cares about her kids on an individual basis and then she uses her ability as a journalist because that's what her study was to elicit the children's writing abilities.

>> We take the pressure off the teachers in a lot of different ways. Because if they have a student that really needs extra help and they have 30 kids in the class, they just don't have the time. So being a Foster Grandparent, I can take that child and maybe give the child some confidence that he or she normally wouldn't have or didn't have.

>> Foster Grandparent program is important because it shows the children there is somebody not related to them that cares.

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>> Destiny, when she first came from 2nd to 3rd, she wouldn't talk. I really had to pull it out of her. She still is a little shy young lady.

>> It it's a wonderful experience of having Mr. Nelson in my classroom. It's been such a bonus.

>> Even (indiscernible) just showed us 40% of kids have a dropout rate right now. It's getting bad. If we don't put our hands on them, we are going to lose them when the they hit the middle school.

>> You can't put a price tag to what they have done. Without them, a lot of our children would probably fall through the cracks. But with our Foster Grandparents, they come in and they have saved lives. They have changed lives for some of our children for a lot of children that don't have male figures in their lives. Mr. Nelson has closed that gap, and he shows them that he really cares about their well-being.

>> If you show any interest with these children, your heart will melt with it. That's it.

>> Morgan, he's supposed to be the problem child, but he is not. His father was in Iraq. And he hadn't talked to anybody, but he talked to me. As he got to know me, I got to know him, he opened more and more.

>> Julia Gonzalez is a joy to work with. She's great with our bilingual kids. You can imagine having to come to school and learn science, social studies, math and English and all the same things in Spanish. It's very challenging.

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>> I love children. I love to be around children. It's just something that I wanted to do, and I just said to myself, we just go for it.

>> Foster Grandparents come from all walks of life. We have Foster Grandparents who work with children in the foster care system, children who have been neglected and are at risk for juvenile offense, and children with special needs. You don't have to be trained as a teacher or nurse. You just need to want to make a difference in a child's life.

>> BRIAN COGNATO: It's a little older, but I really like it. I think it still is true to the program and speaks to what this program is all about, the unique impact it can have. Thanks, Maria, for chiming in. Now we will take questions. We have a couple here. What are we required to do to verify the volunteer's poverty level? Dawn, the real answer to that is probably a little longer than we can get into here, but I want to show you the rough process you can use. I mentioned using one particular resource, the manage Senior Corps grants page. I will pull it up in a search engine. I will pull those resources back up so you can see the links if you want to jot them down or store them for the future. The recordings will be available next week. I'm going to go into the Foster Grandparent -- I'm going to use these appendices. You can do either, but they will roughly take you to the same information, but this will be quicker. You can still get the full handbook, but I'm going to go into the appendices. In the appendices, we have our checklists and tools and templates. In particular, I want to highlight this income review form. That's what you can use. There's a step-by-step guide for verifying income. This isn't something we have to do until you actually get a grant and are in the process of onboarding volunteers. But that tool is available. We will take a look at it to see what it's about. It asks different information, and this is all based on the regulations we look for. It's meant to translate that information we looked at earlier. I'm going to pull the resources slide up while I take the rest of the questions. You mentioned that VSY must be

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placed in education, but then the performance measures included employment... The answer to the question is, yes, and that is if you have already placed (indiscernible) volunteer service years in those education performance measures. The amount in the table, that amount at least, must be placed in the education focus area. Any volunteer service years you have above that amount -- that's a minimum -- those can be placed in other focus areas. You will also see there's an option to place other community priorities, and that is general information -- that is general activities that don't get measured. But the first requirement is for volunteer service years to be placed in education. Is it always a school setting? Can the volunteer work with a child homebound due to physical limitations? The first question, it is not always a school setting. That is absolutely true. There are some home placements. Those do have a certain set of requirements attached to them. You need to get certain kinds of letters signed to make sure that there is a station that's okay with it, it's appropriate supervision, the right safeguards are in place. That is possible. If you want more information on those requirements, I will point you back to the regulations in the handbook we looked at earlier. Do Foster Grandparents have to have a specific amount of education? They do not. They do not need to have any education. Do they need to be a US citizen? That is not actually a specific requirement. There is no specific regulation that says that Foster Grandparents need to be a US citizen. I'm waiting to see if any questions come in. I should mention there are some other eligibility requirements that do apply to Foster Grandparent volunteers. Probably the most important one is the need for a criminal history check. This is mentioned in the Notice of Funding Opportunity, and the one important thing that you are definitely going to want to do is budget for that. CNCS provides a vendor you can use to conduct the criminal history checks. You want to pay attention to that and budget and plan for it. Because if you get an award, it's one of the first things you need to pay attention to it. It applies to staff as well. So before any staff is able to start, they will need to do that requirement as well. Information is in the Notice of Funding Opportunity on the competition homepage. If I've missed

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any questions, please let me know. Courtney, did I miss anything? Anything you wanted to add?

>> COURTNEY SUTTON: I would just add if anyone is interested with more information about the criminal history check, there is some more information on the Senior Corps grants webpage, particularly what the specific regulations are and what has to happen for a compliant background check. So feel free to dive into that information, if that is interesting to you.

>> BRIAN COGNATO: Thanks, Courtney. I put our standard satisfaction survey on the screen. Take a second to let us know how we have done. We have some time here, so I can answer any additional questions anyone has. But while you're thinking about any questions, please go ahead and let us know how we did to help us keep improving, make sure we are getting you the information that you need. Before we wrap up, I want to just make sure that we -- where is it? Courtney probably knows where I am going. Down at the bottom of the screen, the 2020FGPSCP@cns.gov mailbox where you can go for any questions, if you need in-depth assistance or have any questions after the webinar. Will a recording of the webinar be online for review? Yes, it will. In a few days -- look for that next week -- it will be on the competition webpage, the same place you went to register for this webinar. There will be one last call for questions. If there are no more questions, I will leave with one piece of advice, which is please plan to submit your applications early. I believe Courtney said you had until -- you can submit an application anytime between now and 5:00 p.m. Eastern time on December 6. Please do not wait until 5:00 p.m. Eastern time on December 6. That is not going to be a recipe for success. Can you explain how (indiscernible) .5 VSY works? I speak AmeriCorps. A VSY is a volunteer service year, a number of hours, a number of stipended hours, 1044 hours. If you look at our Appendix A, I don't believe anybody will see any .5 VSYs. Is that right?

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>> COURTNEY SUTTON: You are right. We like the rules of math, so if the math comes out that it would be a .5, we round up. If it is under .5, we round down, so there is no point anything in the VSY area. They will be all whole numbers, and that is the number you should be focusing on, your minimum number of hours. Similar to swot conversion -- we don't speak swot conversion here unfortunately. Sounds like something to follow up to the mailbox if you want to dig deeper. That will give us a chance to confer to make sure we are not speaking out of turn. Her question -- we just round up or round down based on the rules of arithmetic. In Appendix A, all you will see are whole numbers of volunteer service years. Courtney, any final thoughts?

>> COURTNEY SUTTON: No, just hopefully everyone submits an application for those open areas.

>> BRIAN COGNATO: We are very excited to see some applications come in. Thank you for coming and learning with us, contributing and asking questions. We will sign off now. Please take a second to fill out our satisfaction surveys. Please come on back to webinars later this week. Thanks, everybody. Good luck in your applications.

(End of Session)

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