

UWS Community Impact Investment Application Office Hours-Meeting Transcript

0:02

Provide education from zero to five and then we have our after school programming that is elementary kids all the way until 8th grade.

0:12

And one of the challenges that I usually have is with the duplicated making sure that I'm reporting with the unduplicated individuals.

0:19

So whenever I'm completing how many children were served and their Alice households, I'm only reporting, making sure I'm reporting once.

0:29

So sometimes I'll have a, a smaller number the next quarter because they were repeats.

0:33

But when I'm reporting outcomes, they of course will be all of the children that I've reported on the previous quarter and only noting the percentage of children that achieved that outcome.

0:46

I just want to clarify that that is OK for how I'm reporting the outcomes and how I'm, I'm doing the unduplicated.

0:53

Yes, perfect.

0:55

Thank you.

0:55

Sounds like you're doing great with that.

0:58

I love to focus on data integrity.

1:00

That's much appreciated.

1:02

Appreciate it.

1:03

And those are my two questions.

1:04

So now I'm listening, I've got a question.

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1:14

So I, I really love this new tool, this measuring financial well-being tool.

1:20

I think it's amazing and I think it is a really good idea to to use a tool that can really quantify the the improvements people are making in their financial well-being.

1:36

My question is, does CFPB have an online portal with organizational admin opportunities so that it would be easier to calculate?

1:51

Let's say I want to serve 600 people and I want to test.

1:55

I want to give them this assessment two or three times during the year.

1:58

I could build out this monster spreadsheet, but if if CFPD already has the ability to do that from their from maybe they have a portal or a website.

2:10

I just don't know if that exists where we could be tracking scores in a portal that would automatically tell us at the the progress people are making or if most organizations are just going to use the spreadsheet and track it themselves.

2:30

I'll jump in.

2:31

I feel like the short answer, Margie, is that that doesn't exist.

2:35

OK.

2:37

But if you you can come here to the tool, the CFPB website and there's lots of information about the research.

2:45

There is some of this like you can do it online or you can download it, but there's no admin tool that I've come across myself.

2:57

OK, we, a number of us have been to this website and taken the assessment ourselves and found it very illuminating.

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3:06

And we know that the people that we're serving would feel the same way.

3:10

Just wanted to it looks to me like maybe we'll be building a, an Excel worksheet to track those numbers because we know that you're going to want to see those numbers reported.

3:20

So I think that that you answered my question.

3:24

Yeah.

3:24

And I'll take that question also back to Doug's team because who knows what maybe Doug or Nicole had built out that might be useful because I know they make use of the tool as well.

3:35

OK, that sounds wonderful.

3:36

Thank you.

3:36

Josh, I'm getting to the tail end of this conversation.

3:40

Hi, y'all.

3:41

So I'm a little bit late.

3:42

Are you asking for a, a process for outcome tracking that may be used not just Aaron, It was really just for tracking the CFPB measuring financial well-being scores.

3:56

And I was saying that I could do that with a big spreadsheet.

4:01

But if C, if CFPB already had some type of portal where they had where we could get organizational admin, some some types of tools have that it sounds like maybe they don't, but Josh says he'll, he'll check with Doug and see what that team says.

4:20

All right, thank you.

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4:22

And I enjoyed a couple minutes late.

4:32

Our thought here was just to have the the time open.

4:37

So as far from United Way Sunco's perspective, there's nothing that we're presenting on in particular or moving in particular just about questions that you may have.

4:47

So once you have your answer, if you feel like you're good, awesome.

4:52

Just didn't want anyone to feel like they had pressure to stay on to the call.

4:57

But also as you have questions, please do put them in the chat or speak up because we otherwise we won't know what to focus on.

5:05

So I know I walked in right in the middle of Erica sharing, but if there's anyone else on the call that had a question left, please come off mute, put it in the chat and we will address it.

5:18

Hi, I just had a quick question.

5:20

I just wanted to confirm that we're able to request a portion of admin funding in our grant application.

5:28

Yes, that is correct.

5:30

Perfect.

5:31

Thank you.

5:32

That's what I thought the answer was, but I said I will double check with them.

5:34

Thank you.

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5:36

Yeah.

5:36

And for the purpose of the recording our, the way that our budget works is that it's an 80% is the top end for any sort of salary or admin.

5:50

So that should cover pretty much anyone that's applying.

5:54

But we want to make sure that it's you're applying for what will actually get the program done.

6:00

And admin is not excluded.

6:02

The major item that is excluded, which Alex did not ask about, but I'll say anyway, capital expenses, large capital purchases, they cannot be more than half of what you are requesting in total.

6:26

I have a comment as opposed to a question.

6:30

It is amazing to see how many territory, zip code areas that you guys have expanded out to.

6:38

And I think that's going to allow us to include a lot more people in our application.

6:43

So that was nice.

6:45

Thank you.

6:48

Glad to hear it.

7:14

Well, I'll ask another question then.

7:18

If I inadvertently started an application under education and then I said, hey, that's not the right spot I want to be in financial stability, am I able to delete the education application?

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7:40

Yes, we can go ahead and remove that for you.

7:44

All right, thanks.

7:45

Of course.

7:50

And Marjorie, could you remind me of which organization you're with Goodwill Industries in Manasota?

9:13

I have all my questions and answered and as I'm glad to see that you're going to send us a an edited recording that'll help.

9:21

So thank you very much for providing the office hours today.

9:25

I'll I'll talk to you later.

9:27

Bye everybody.

9:28

Thanks, Marty.

9:29

Good to see you.

9:30

You too.

9:30

Bye.

9:30

Bye.

9:36

Hi, I have a question my name is Bailey and I'm with feeding Tampa Bay.

9:44

I was wondering we wanted to apply again to support our children our school pantry.

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9:52

We wanted to make sure can we can we reapply for the same program or does it have to be a new program?

10:02

No, you can certainly apply for an existing program.

10:06

One of the things that you'll notice in the application language is that we sort of bifurcate between new and existing programs.

10:14

So organizations that are that already exist, even if it's funded through us, we'll be prompted to provide, you know, why is this working?

10:23

How are you making it better, that kind of thing.

10:27

But yes you can.

10:29

You can apply again.

11:22

Hello.

11:31

No, thank you, Carolyn, forgive the silence.

11:33

We are as people have questions, we're responding to them, but we don't have any pre prepared material.

11:39

So please jump in.

11:40

Do you have a question you want to review?

11:45

Can you hear me OK?

11:46

Yeah.

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11:46

So we can hear you now.

11:48

Sometimes there's issues with my mic.

11:51

Yeah.

11:51

I think the only one was just, I think when it because we're looking for possibly funding one of our like a training certificate program for operational support.

12:05

And from what I could tell, we have to select and I, I'm sorry, I just got off another call, so I don't have my information in front of me, but I think there was, depending on which report measure we report, we do, we do have to use that financial test.

12:30

I I think it was from one of the oh man, let me pull it up real quick.

12:42

So you might be referring to the financial well-being scale.

12:45

Yes, yes.

12:47

So, so that we do, we are required to do that, yes.

12:53

So the goal of our financial security funding is regardless of the intervention that you have that you're measuring that ongoing financial well-being.

13:00

And if we can get as many of our grantees as possible using that singular tool, it will give us a good sense of of where things are going.

13:08

So this is Aaron, Ryan.

13:12

Diane, I don't think that they're projecting on the scores or what are they going to be asked to reject on these scores when they write their application?

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13:24

I don't think they have a projection on scores.

13:26

I don't think so either, no.

13:29

So it'll just be about reporting after the fact.

13:31

OK.

13:32

So, so we wouldn't necessarily have to do like a do it pre and post.

13:36

It's just at the end of the reporting period.

13:40

We would do that or so it's a good question.

13:44

So the way that the scale works is you will be measuring point in time scores of your clients, but also growth over time.

13:54

It's a three-year grant.

13:55

I don't know how long you'll work with each of your program, but what we're gonna be asking when I meant you don't have to project.

14:01

I mean, when you're writing your application right now, you're not gonna have to indicate how many will improve by whatever score, right?

14:08

But here we're gonna ask in those reporting windows the number of individuals who increase their score by 8 or more.

14:15

So that's a pre post situation.

14:17

You wouldn't know unless they took the test twice versus the number that are just scoring within that healthy range.

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14:23

And then we have also included in the cases of folks who maybe speak other languages or who are otherwise not able to access the tool or that you can't make the tool accessible for if there's alternative measurements and that's just something that you would proposed to us and what that would look like.

14:39

But yes, that's for whether you're doing job placements or banking, any of those things.

14:45

OK.

14:46

And then my other question was related to the ZIP codes served.

14:53

I are agency targets individuals with intellectual and developmental disabilities this so we're going to capture pretty much the majority of Pinellas County, sometimes even neighboring counties.

15:15

But it looked like there was like a a criteria that we had to meet a certain percentage.

15:24

I mean, I just don't know how we can guarantee that.

15:30

You know, I, I think, I mean, fortunately our agency is, is situated in one of those zip codes.

15:36

But I, I just, I just kind of wondered how can we assure that we're capturing those targeted zip codes?

15:51

Yeah, that's a good question.

15:52

You're not the only one with that question.

15:55

The sense, the, the reason that we put it out there or expectation, I guess I should say, is that we hope that applicants have a sense now of who they currently work with and where those individuals reside.

16:12

Based on that being able to determine, well, we're, we're staying on track.

16:18

Who we're with now is where we're going in the next three years or where we are now is actually just part of where we're going.

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16:25

We're proposing expansion or like, Oh well, we actually don't ever collect this data or we're only in, I don't even know, North Saint Petersburg.

16:36

Whatever it is, whatever it is, whatever one this is not the less and we're not planning to expand and that way our programs can kind of self select from that angle.

16:49

My team would be able to tell you the actual percentage of individuals in those zip codes does vary from year to year, but it is around that 75 percent.

17:01

So we've had we, if the question is like, well, we don't know if it's gonna be 70 or 75, but we're intending it for it to be 75 and, you know, yeah, yeah.

17:15

Then the application's gonna ask you to talk about like you're going to select your areas and then it's going to ask why, what's your connection to those areas?

17:22

And it's going to be your job to show us like, yes, you are active in those communities so that we can take you at your word that you are reaching for that 75% target.

17:31

OK, OK, right.

17:33

That was just my, I mean the fortunately the program is in one of those zip codes and, and my guess would be, you know, because of transportation, the majority of people would come from close to the program.

17:48

However, you know, if they can, you know, get the transportation here for the training program, you know, we certainly would encourage them to attend.

18:01

OK, Well, I think that's the, those are my main questions.

18:09

I did kind of try to go through the application without filling out the questions just to see what they they were.

18:18

So I think I have a, a good sense of of, you know, answering those questions.

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18:26

But other than that, I think that's it.

18:29

Great.

18:30

And just as a reminder for you and anyone who's watching this recording after the fact, most of the questions that we plan to ask are in this document that you can find on our website.

18:40

So if you're getting dizzy clicking around, you see impact, you should be able to come here and find most of the questions we're going to ask.

18:51

Awesome.

18:52

OK, well, thank you very much.

18:55

I appreciate it.

18:56

And if we have any technical issue, I, I mean, I don't think there will be, but just reach out to anyone in particular with the portal.

19:07

I mean, it seems to be functioning OK, but you never know.

19:10

Sometimes when these deadlines approach, it's like it gets scary.

19:15

OK, Yeah, I dropped in the chat there for the reporting.

19:19

It would be data team at UWS, UW suncoast.org for all technical assistance types of questions.

19:27

OK, OK.

19:29

Well, thank you very much.

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19:30

I appreciate it.

19:34

Thank you.

19:34

All right, bye.

20:10

Hi.

20:10

I think I just had one more question.

20:13

I apologize if it's a dumb question.

20:16

I saw that you guys had the two focus areas.

20:21

Can we apply for both or just one preclude us from the other?

20:27

Nope.

20:27

You are able to apply for both.

20:29

So as you go through say education and get to the end, you can go back to that investment screen and apply for that program underneath financial security as well too.

20:41

Perfect.

20:43

All righty.

20:44

I think that's my only other question.

20:49

Thank you, Bailey, for you.

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20:50

And again, for the benefit of the recording, there has been some confusion about whether we are limiting each organization to that \$100,000 a year or if that is a limitation per program.

21:04

It's meant to be a limitation per program.

21:06

We don't anticipate funding multiple programs for a lot of organizations, but we also wanted to allow applicants to decide for themselves if they felt that that was in their best interests or not.

21:18

So just be considering that if you're thinking about both areas or even if there were two within the education stream, that's the limitation that we're looking at.

21:29

OK, perfect.

21:31

That, that helps a lot.

21:33

I think we're looking at reapplying for school pantries as well as perhaps our Fresh forest workforce training program.

21:41

So that that certainly helps us when we're trying to consider that.

21:47

All right.

21:47

Excellent.

21:49

Thank you guys.

21:49

I appreciate it.

21:51

Thank you.

21:53

Have a good day.

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22:03

Hi, how are you?

22:05

I'm good.

22:06

How are you guys doing it?

22:08

Pretty fantastic.

22:10

Welcome to the open office hours.

22:12

We kind of haven't recorded.

22:14

So we can also like clip our recordings together and answer any questions and send it out to people.

22:19

So just a heads up.

22:21

Oh, awesome.

22:21

OK.

22:22

Yeah.

22:22

So I've been, I've been looking at this grant.

22:25

This is for the grant, right, that you guys have.

22:28

Yeah, super interested in the grant application.

22:31

We've been working.

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22:32

We haven't created our account yet.

22:35

We're kind of working on the response and like a Word document so we can copy and paste in based on the narrative.

22:42

But to be quickly honest, this is the first grant we've ever written by the foundation.

22:47

So any tips that you guys have?

22:51

Will you be applying for education or financial security?

22:55

And it's, we believe it's an education program.

22:58

That's what we're kind of positioning for because we're teaching emotional economic empowerment with the school.

23:08

Interesting.

23:09

If you, well, what age ranges, by the way?

23:12

Sorry if I asked.

23:13

I'm sorry, what, what age ranges, by the way?

23:16

Well, we can go from age 6 and up Neato if you are reviewing our guidelines and you feel as though the results because for both, they will contain both middle school and and high school type conversations as well too.

23:35

If you feel you apply to more than one, you are allowed to apply for both as a program.

23:41

So if you're in education, your program kind of applies there.

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23:44

When you look across the way, you see financial security stuff that you believe that you can make the attempt towards as well.

23:51

You are allowed to apply for for both placements.

23:55

In terms of overall recommendation, obviously be thorough read all of the instructions particularly we've like labored over particularly the instructions from here to Lord knows when almost every aspect of it.

24:12

But if there is still a shell that's open, we invite you to ask any technical or specific question phrasing to our data team e-mail and that'll probably be one of the faster responses.

24:27

OK, So what I was what we've been trying to do and that's very helpful because I think that when I looked at the initial, oh, let me grab this when I looked at the initial grant.

24:39

And like I said, I'm not AI, am not an expert on grants.

24:44

So we're just trying to, you know, figure out how to really bring the numbers to a school district because our program is called My Emotional GPS and the foundation as a whole is aiming to help marginalized community.

25:01

So this is like right in our wheelhouse for the types of communities we want to impact and bring in this, you know, type of helping them empower themselves for handling their emotions in school, understanding a methodology that they can learn as young students to harmonize relationships with teachers and stuff.

25:22

So what I'm trying to figure out is do I do a program level cost for like by student and how do I estimate that for the number of students in that those zip codes or those communities In terms of an estimation of cost, we have within one of our budget forms the categories what you'd leave for expenses.

25:47

So our expenses are are less to do with tuition based and more of what was necessary to run the entire program.

25:56

So the expense section of, of salaries and professional fees and occupancy.

26:01

And then there's a breakdown section for other itemized program expenses.

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26:04

So if you know that you're going to have to, you know, collect programmatic materials such as books or things of that nature, then that would be a roundup itemized zone.

26:14

And it's going to ask you that over a three-year.

26:17

Specifically.

26:17

So we're not going to say, you know, you know, it cost 20 bucks for a, a kid to, to come into the programming.

26:27

We're going to ask or the where the dollars were programmatically go to.

26:34

So we don't restrict it only to, you know, student scholarship or student engagement.

26:39

I think there's a cap of like you said, 80% for salaries and benefits of what has been funded giving to you for funding.

26:45

So explore that limitation beyond just you know, any type of scholarship or or tuition reimbursement for students.

26:54

OK, that's helpful.

26:55

Thank you.

27:03

And you said you haven't opened up or like joined EC Impact yet, right?

27:07

You No, no, I think we need to create a profile first from my understanding and then right.

27:15

And then go in and apply with all of the answers that we've been kind of preparing for, yes.

27:21

So it's going to ask you for your EIN during your your agency profile creation to run against that.

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27:29

And then it is going to lead you through a a multi step process starting with your organization level information and then your programmatic 1.

27:35

So even beyond the ones that are there, I think you're going to be it's broken up in a way.

27:39

It's very hopefully user friendly.

27:41

OK.

27:43

And you said it's organization level and then what programmatic level?

27:46

Yes.

27:46

So the funding is directly for programs, not specifically for the entire organization.

27:52

So if you're having more than one program on your organization or in that way, that's where the funding is going to.

28:00

So OK.

28:03

Hi Christy.

28:06

Hi, how are y'all pretty good, How are you?

28:10

I'm doing great.

28:11

Hey, I am with the school district of DeSoto and we were we were going to be working with our Education Foundation to apply for the the grant, but they have let us know that they're not going to be able to do that.

28:29

OK.

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28:29

So I guess, I guess my question is, am I able to, as the school district apply directly for the grant?

28:38

Yeah, Yeah, yes.

28:41

OK, So I would just like what you were speaking with Connie about.

28:45

I would just go through, I mean, I have all the answers because I kind of already did it with her.

28:50

But we just they were going to apply and we were going to be like the ones that would benefit.

28:55

But I just wonder because we weren't the five O 1C3.

29:01

I see we were you guys sharing an EIN before.

29:07

No, I don't think so.

29:18

Interesting.

29:21

We do have school district of DeSoto with an easy impact.

29:25

We have gotten funds in previous years for different things, but this this one time when I was going through the documents, it said that and I was told that I needed to kind of go through our Education Foundation to do this grant because we were a school district and weren't able to, you know, apply on our own.

29:49

But if we can, I would much rather do that just because I would be the one running it anyway.

29:58

That's unique.

30:02

So many things, so many things, right?

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30:04

Yeah.

30:04

Let me hold this question in the parking lot specifically because, oh, that's a unique one because you guys are present.

30:10

You have done that before, but now, correct.

30:14

So I guess I mean, you can, I mean, I had to jump off here like 20 minutes.

30:18

And so like, if, if you need to e-mail me, that's fine.

30:21

I could put my e-mail in the chat.

30:24

I just need to know am I able to apply for the grant?

30:29

I mean, I understand that it's competitive and all that, but you know, as a school district not going through the five O 1C3 piece.

30:42

OK, yes, I have a feeling, but I'm going to do some research and I'll e-mail you if you put your e-mail in the chat.

30:49

I do appreciate it.

30:51

And then we'll we'll follow up.

30:53

I don't want to say it out loud and then send the recording and I'm 100% I get you, I get you.

31:01

I appreciate you.

31:03

Thanks.

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31:05

Thank you.

31:16

I don't know how it works.

31:17

Hi everybody.

31:19

I don't is Connie.

31:20

Do you have a question or are you a UWS person?

31:24

I know Aaron and Ryan are UWS.

31:27

I don't want to jump the line.

31:29

No, no, I'm I'm just kind of listening just because in case there's other I don't know to ask, but if you don't mind, that's OK, But I'll probably hop off here in a second.

31:37

I'm just going through my other questions.

31:39

So is there is does anybody else need to go or can I ask my questions?

31:46

Aaron, Ryan and Diana now are actually your dying away Suncoast, So go ahead.

31:51

OK, perfect.

31:52

All right, so I'm going to actually I can't see you 'cause I'm on the grant.

32:00

We are almost done, but we have a couple of questions.

32:04

Our admin team has been working on this for the past couple weeks in in the section under we're under

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education and we're in the indicators and outcomes and it has the number of projected students that will demonstrate ability, right.

32:24

So we, we were, you know, of course our tendency is to say 100% 'cause that's, it's really difficult to leave some kids out when you want them all to experience growth.

32:38

But you know, the district always does a percentage whenever they report these things.

32:43

So we're doing like 80% of the total enrollment.

32:47

Is that realistic?

32:49

I mean, I just didn't know how to.

32:51

And then the other thing is that, so we have an after school program that has been funded by UWS for the past three years.

33:00

But because we're a, we started with K through 2-3 years ago, we're growing by 100 students every year.

33:08

So this after school program also has grown exponentially every year.

33:13

So it's not, we can't just like divide by three years, 'cause we're gonna, we're calculating the growth based on the last three years.

33:20

That's one thing.

33:21

But in this section, which is the results and indicator, it says proposed, you know, number of projected students and then it has a three-year total.

33:33

But we can't just add those up because some of those kids are, you know, gonna be the same kids every year plus every year we get probably like, you know, 30 or 40 more kids.

33:47

So we weren't sure what you meant by a three-year total.

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33:50

Should we put our estimated enrollment for the last year?

33:56

Would that be the most accurate?

33:58

So that's it's just very confusing.

34:00

Sorry, no, no, not a quiet problem at all.

34:03

So coming off what we've learned from the last multi year cycle into this one, on that same screen in the yellow box near the bottom, there's a notes particularly and it says within the grant cycle, duplication of residence is permitted between grant years, not within a grant year.

34:21

So if you are serving, hold on one second, this is Doctor Rodriguez.

34:26

Can you hop, can you hop into the help session?

34:29

Because I'm being helped and maybe you can listen to what they're saying because it's what we've been discussing.

34:36

All right, do you need the link?

34:39

Hold on.

34:39

Let me let me let me text her the link.

34:42

Hold on.

34:46

All right, I just let me just e-mail her the link real quick.

34:50

This woman, it's like she she's always running around, you know, doing things.

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34:56

Everybody wants a piece of her.

34:59

OK, Link.

35:02

All right.

35:02

Profits.

35:03

OK.

35:04

Yeah.

35:04

Right.

35:05

All right.

35:06

I just sent you the link.

35:12

All right, I'm, I think they need to let you in also for keeping an eye out for.

35:29

OK All right, so, OK, you can continue and I'll.

35:34

I'll catch her up.

35:37

Yeah, not a problem.

35:38

I'll leave a screen share for this portion.

35:40

So it's gonna be particular to this note here.

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35:46

So within the grant cycle, duplication of it'll say individuals, not residents is permitted.

35:52

That's our application.

35:53

Perfect.

35:54

Yeah, OK, I'm already I'm, I'm on you guys, don't worry.

35:57

Duplication of individuals is permitted between grant years, not within a grant year.

36:05

So the same individual can achieve an outcome in multiple years of a program.

36:09

So I need an example here.

36:10

So a resident who achieves an outcome may not be counted more than 1/4 within a year.

36:15

So you've seen our quarter breakdown within one.

36:17

If they do it once, you wouldn't count them again.

36:19

If they come back in year 2, count them again.

36:23

OK, that's fine.

36:24

But that's as as far as reporting, when we are reporting, we could do that.

36:29

But in, in here, is this OK?

36:30

Then we we're just adding up the three years.

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36:33

Yes, yeah, OK.

36:35

Because this is not going to be an unduplicated served number.

36:38

This is going to be an achievement number overall.

36:41

OK, so, all right, so then the other question I have, if you Scroll down a little bit so we can see the the, the outcome.

36:52

Oh, the outcomes.

36:52

OK, so here's what what we did and we weren't sure.

36:56

I mean, we, you know, of course Doctor Rodriguez wanted to say it 100 percent, 100%.

37:01

So I want to ask you our, our projected enrollment based on our growth over the last few years is 308362 and 416 for years, you know next year for the three years here.

37:15

So what we did is like put 80% and you know of that projected enrollment would have the growth, but then 65% would do a whole grade level.

37:27

We think it's gonna be higher than that, but we weren't and and you know we report quarterly.

37:32

So what what would be realistic given the the intense nature of our dual language program.

37:41

So it's very hard to say what's happening quarter 2 and proposed year 3.

37:50

I would say that for the purpose of this application, you having a solid background slash like solid like showing your work, basically you're having a solid, you know, foundation of a logic behind your numbers for incremental growth.

38:08

That's fine.

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38:09

We Dang to kind of say what a percentage jump would be your percentage achievement would because that overextends our expertise versus you guys who are actually doing the program.

38:22

But as long as you have a solid foundation for your numbers, I feel like that for your guys on your end, you have written downs, you have kind of recorded someplace that will make this a whole lot easier in terms of of going through and having the conversation.

38:37

So more important than getting the right number is having the right foundation for the conversation.

38:43

OK, So according to Doctor Rodriguez, everything, I mean, that's what she drives every single student enrolled in our after school program, which are usually our lowest, you know, the most, the highest SES, all of them are going to experience growth.

38:59

So it would be to us it's not unrealistic to have 100% in that indicators which would be our full enrollment and then maybe a full grade level growth then do like 80%, you know 70 to 80% because sometimes they get a couple of levels, but it's not like a full grade level in one year.

39:21

So with that, so that as long as we can explain it, then it would be OK.

39:27

Yes.

39:29

All right.

39:29

Good.

39:29

Did you get that, boss?

39:34

Doctor Rodriguez, are you there?

39:37

Can you hear us?

39:38

I think she frozen.

UWS Community Impact Investment Application Office Hours-Meeting Transcript

39:39

Oh, she's frozen.

39:40

Oh, she's frozen.

39:40

OK.

39:41

All right, so I we did have another question, which is was in.

39:50

Let me see which one it was.

39:52

It was, I think it was the program information where it it it talks about the people because it seemed like that relates more to to this question.

40:06

So I don't know if you can pull it up the program information, you know, past the zones of interest where it says people.

40:17

I think it's here.

40:20

There you go.

40:21

So here this is.

40:24

This we had a question about this.

40:26

So 416 is our estimated enrollment for year three of the grant if we were to get the grant.

40:36

So I didn't know if like that's unduplicated because you know, somewhat like I would say like maybe 7580% of these kids would have been there the year before or years prior.

40:49

Is that, you know, is that how you want to see the information?

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40:57

Yes, technically.

40:58

So if we're thinking of this as outputs versus outcomes in a way.

41:02

So how many people have been served or engaged by your program overall, regardless of testing protocol, regardless of anything have received any benefit as the keywords there.

41:12

So 416 is fine.

41:13

And then the next one is an attempt to so re catching up Doctor Enriquez from the outcome conversation with the outcomes, we expect unduplicated program participants within the year, but across grant years it is fine if they are counted.

41:33

Again, this is our attempt to do an unduplicated programs for unduplicated program participants for outcomes across the three-year.

41:43

So based on that, the one you guys had before where it kind of stunned up at the end it said 800 something, that's fine.

41:51

And we're counting the number of achievements, not people in this instance, we're attempting to count people you anticipate will achieve that selected outcome.

42:00

OK, so so the top number for 16 which is enrolled kids in our year three would be OK.

42:11

But in the outcomes, should we use the, you know, all of our kids are gonna experience growth, which that was indicator that would be 869.

42:21

If we do, you know, if we go by the three things, but the outcomes we put 7:05, we put a little lower.

42:28

So is that, should we use the, the top number that we're gonna revise, you know, or the bottom one?

42:34

Like should we use 416, you know, four, 16362 and 308 which is total year one year 2, year 3 because all of them are going to do the outcomes or a percentage of those.

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42:49

I I'm sorry.

42:50

So this is, yeah, of course this is over a three-year.

42:55

So it's not just the third year.

42:56

So the total number of unduplicated served over three years, who will achieve the selected outcomes.

43:02

So we mentioned before that it was around 800 because you're allowing duplicated individuals for outcomes.

43:09

Here we're trying to look at if you were to do unduplicated individuals for outcomes, what would that number be?

43:15

So the number would probably be lower than 800 or so it'd be, you know, whatever your, your enrollment pattern would be.

43:22

So in this instance, it may match the 416 you mentioned before and the, you know, unduplicated served or if you anticipate any less people to achieve said outcomes or more usually this bottom number here, 416 usually will be lower than the output number coming in.

43:46

OK, Yeah, that's some of these programs that you fund have different kids every year because there's new a new batch of kids.

43:55

Our kids are probably going to stay with us.

43:57

We don't know which ones are going to drop out, but we always we have a waiting list.

44:00

So we're always filling the seat in the school and in the after school.

44:04

So even though it looks low because it says unduplicated, it, it just seems that you know the amount.

44:13

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I'm, I'm just concerned that the amount that we're asking for, if you just divided by the number of kids served, it's, it really is that that child every year is a different learner because they're, so I'm, I'm just, I don't wanna be, I don't wanna be misleading, but I think that that probably should be the total number of kids like every year at the unduplicated is within a year, right?

44:44

Well, that's why we put so much emphasis on outputs versus outcomes.

44:47

So if we know the total unduplicated individuals, you know, served over three years before 16, we as a funder try our best to not just make a blanket amount funding per person and they're just like walk away from it.

45:05

We know there's like a whole everything goes to salary, everything goes to XYZ, everything goes into scope.

45:12

So in all of the information that you guys would put in will all be put for the reviewer again as well too.

45:18

So they can see all the outcomes you guys are doing.

45:20

They're not gonna it's gonna be like, you know, completely separate indices or 1/2 of the per your application goes by the wayside.

45:26

It's all once seen as one unit.

45:28

So I would say that if that was a concern, OK.

45:32

So hopefully if there's a question, we can, we can have an opportunity to discuss it 'cause it's a, it, it was a, it's kind of like a, you know, just hurts our brain to try to figure out the, the logic of it.

45:45

OK.

45:46

And we tell our review team as well too, that we have AQ and a system with an EC impact.

45:51

You may have seen it before in which the reviewers can actually ask questions through EC impact to you guys and it shows up as a notification.

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45:59

So if they have questions, they will, we are coaching them on how to ask them.

46:04

And so, you know, you'll be able to respond to anything that comes up.

46:08

Perfect.

46:09

All right, well, thank you so much.

46:11

I think those those were our biggest questions and if we have other questions, we could just make an appointment or are you going to have another another feedback session like this one?

46:25

Yes, I believe it's a second session.

46:27

My mind is blanking on me.

46:28

Guys, have you you know where the second session is supposed to be?

46:31

I feel like it's soon.

46:35

So he, Josh, will probably send an e-mail out, right?

46:38

Yeah, yeah, yeah.

46:41

There is one upcoming.

46:42

But yeah, he'll send an e-mail out.

46:44

You'll have information.

46:46

All right, great.

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46:47

Well, thank you so much.

46:49

No problem.

46:49

You have a feeling.

46:50

OK.

46:50

All right.

46:51

Bye.

46:51

Bye.

46:53

Can I ask one more question, Erin?

46:56

So on the all of this was very helpful for me.

47:00

This is a program for us though, So I'm trying to figure out like we haven't put this into the program or into the market yet.

47:09

So should I be answering questions differently or does that disqualify us?

47:15

Oh wait, this is, you said this is a brand new program and how to proceed?

47:19

Yep, it's brand new.

47:20

So I'm looking at some of the other questions going, you know, we've collaborated, we've done some pilot groups with this program and they're excited about the results and the potential, but to really bring it to market.

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47:32

That's kind of why we thought we would, you know, apply for the grant.

47:38

But it is brand new as far as results for, you know, the types of percentage of program participants, you know, some some of the things that the other groups were talking about like we don't have those numbers because this is brand new one second 222.

47:58

So we want to go into some of these counties.

48:00

I mean, this is our, you know, community that we wanna serve and we do have profits that we have collaborated with who have bought it into their organizations.

48:10

So I don't know, I'm sorry, go ahead.

48:14

That's OK.

48:14

I was just gonna say that's about as far as we've gotten so far with this program.

48:18

So within our the program portion of the application after the organization portion, there is a question that flat out ask, you know, did you start this program before or after January 1st, 2023?

48:33

Ask to be the most important question to you cuz it's a skip logic question and it'll open up a different set of questions.

48:40

You can't skip it.

48:40

So you're gonna answer it if you wanna do the application outright since you've done after January 1st, it's gonna ask you that a brew, a new initiative, a modification of a previous one.

48:51

It'll probably ask for, you know, what led you guys to to create it, but then also, you know, how what evidence.

48:58

So with newer programs we're checking to see, you know, is there any what the evidence is to your approach that even led to the proposal the program being LED created?

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49:09

In general, I would say with extra help within our investment guidelines, we have some tools at the bottom that have been peer reviewed for examining children in education, emotional intelligence.

49:24

You may of course bring your own, but it also helps also to have some of the ones that we've indicated as well.

49:29

But then any of the explanation of how you'll be conducting your program, but that type of factor has been done within the the program.

49:38

I didn't cover it yet, but there is a question specific to new versus existing type programs.

49:44

I saw that.

49:45

So OK, so then I'm on track to do that.

49:47

It's just I don't have a lot of the other answers to questions like for example, you know the percentages of your programs going to be serving or you know what was the other one.

50:00

There's something like 2425 because this you know we don't collaborate with anybody today except for our pilot programs.

50:09

So that's OK.

50:12

Just have that listed out transparently and we can work with that going forward.

50:16

In terms of percentage, I think for most places, especially around education, if you know kind of the demographics of where students are in intended zone or whatnot, I think our only main stipulation is 75% come from some of the areas of focus, then that's fine.

50:38

We're not asking you to know the details of the demographics of your students yet.

50:43

In terms of a percentage that you'll be able to have for an outcome that will show up in the quarterly reporting, right now we're asking for just what you're expected proposed outcomes are for each year.

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50:58

And that explanation that I provided before.

51:00

If you're unsure, I'm not gonna say just like put any number they say, but I will say that us and our team, we defer to your expertise.

51:09

So I'm not gonna see a number there and be like, no, it's gonna, we're gonna trust that the number in process.

51:17

And like I said, the foundation for why you would approach the numbers and that way, we put that completely in your hands.

51:22

OK.

51:23

And then last question I'm going to hop off is the when we say we're collaborating with organizations, do we list the organization names for credibility or are those like references and resources that you're going to check on?

51:35

So we should give you like names and executive directors or we are not going to like double back on you and call them and be like, has Connie talked to you?

51:45

It is good to list the name of the agencies that you're doing the collaborations with.

51:50

It is more for like the review team cuz as part of our process, we have volunteer reviewers from the community.

51:56

So just so they know when they can just see a name and say OK, like you're with this, we don't prompt them to go and do referential background work during the application process.

52:07

All right, that's what I needed.

52:09

Thank you so much.

52:10

No problem.

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52:11

All right, have a good one.

52:17

OK, I Hello, I'm doing great.

52:23

How are you doing?

52:25

Pretty good.

52:25

We're just hanging out in office hours.

52:27

We don't have a set thing to present.

52:29

We're just here to answer questions during this time period.

52:31

So if you have any questions, let me know.

52:34

I got a list.

52:36

Oh, boy.

52:37

We'll tag team it.

52:38

Ryan, you'll get the second one.

52:39

What's the first one?

52:40

Lay it on me.

52:41

OK.

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52:42

So the first question that I have when it talks about the School of Focus, I was a little confused about that.

52:55

So my question is, do I guess participants, can they live in those municipalities and or zip codes and still be eligible or do they have to be assigned to the School of Focus?

53:17

You do not have to be assigned.

53:19

It's where residents live.

53:24

Yeah.

53:24

So if you know, and we can even do you know zip code priorities like for example, if you're like in Pinellas or something and you know that the large majority of your residents are from 33705 or 33711 etcetera.

53:39

If it's doing education, it helps to know that you're engaging in some partnership.

53:43

You live with the school like Fairmount of Melrose, etcetera.

53:48

And that works as well too.

53:51

OK, so let me just clarify.

53:53

So I'm I'm looking at Hillsborough County.

53:56

So if my participant because we say it says schools focus area.

54:03

So I'm kind of confused because like in Hillsborough they have like you know, you can put your address in and it'll tell you what your school boundary is, but it's really not the boundary, it's really the area.

54:14

As far as so if they live in 33610, will they be eligible because of James being in the zip code of 33610 or do they have to live in the address zone for James Elementary even if they don't go to James Elementary?

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54:32

Even if they don't go to James Elementary, you can do 33610 because the corresponding communities that we have there, it's just like they're around these schools that we have listed there, but a corresponding community that also works is that second box there and 33610.

54:50

OK, so they one or the other.

54:52

So they can live as long as they live in the corresponding community.

54:57

So they may not live around there, but they live in 33610 or 336-O four.

55:02

They should be good.

55:05

That's exactly right.

55:07

OK.

55:07

I just want to make sure 'cause I'm like, Oh my God.

55:09

So they live in East Tampa, W Tampa, Ybor City, Sulphur Springs.

55:14

They're good.

55:16

Yes.

55:18

Oh, 'cause that was like, that was confusing.

55:20

Thank you, though.

55:21

I like how you broke it out by corresponding communities that that was good.

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55:32

And my next question is dealing with the financial statements.

55:39

So it's mentioned about financial statements provided by CP, prepared, compiled financial statements prepared by ACPA.

55:55

So I am my finance person.

55:59

He can be on the call.

56:00

So I'm going to ask the question so I can understand it.

56:06

For us, we had a financial review by ACPA, but we compiled our statements, but they had to review them.

56:15

That's like something less than an audit, but they did, but it was reviewed by ACPA firm.

56:21

Is that what you mean by compiled by ACPA?

56:25

Yeah.

56:26

I mean, if you have the statements and your CPA has like approval written like certification saying all good, then that works.

56:38

OK.

56:38

So that's the, they call it financial review because we didn't do an audit, OK.

56:44

So that should work for that.

56:46

And then the second thing is one year we did a financial review and then the other year we did an audit.

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56:53

Would that matter?

56:54

You just need both.

56:56

It depends on your organization's budget.

56:59

Are you less than \$2,000,000 a year?

57:03

For now we are.

57:06

Well hey, I listen stop you.

57:09

If you are less than \$2,000,000, then a financial review prepared by ICPA is fine.

57:19

OK, And you need the last two years, correct?

57:21

Correct.

57:21

Correct.

57:23

OK, so we'll submit the review and then the audit and it will be fine.

57:27

OK.

57:30

Then the other question was about nine 90s.

57:36

You need the last two years of the 990 or just the last?

57:41

Mostly recently filed, last one else filed.

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57:46

Oops.

57:46

Sorry.

57:46

Go ahead.

57:47

You're wrong.

57:48

That's what I was gonna say.

57:51

OK, what was the answer?

57:53

Just the most recently filed Form 990.

57:58

OK, now what if they what?

58:03

Oh, what is the most recent?

58:04

So that would be either 2022 or 2023.

58:08

OK, whatever it was.

58:12

OK, I got that one.

58:28

OK.

58:28

The next question was about project impact numbers, the estimate projection for the whole program.

58:43

Can you guys elaborate a little bit more on that?

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58:45

What do you mean?

58:52

So for which question are you looking at our our community investment guidelines?

59:02

Yes, yes, when it's saying that you want to report the projected impact numbers, the estimate and projections for the whole program, yes.

59:24

So there'll be a specific section in the application process that will ask for what type of indicators and outcomes you select that you're going to report on for the three-year grant.

59:42

And it will ask for the proposed number of individuals that will achieve that outcome.

59:51

So say you have kids who maintain or improve reading and year one is 100 or 50 or whatever type number and then year 2 and then year 3 saying it on loud for the record because this is also partially recorded that we allow for the outcome reporting.

1:00:16

Duplication of individuals between years, but not within a year.

1:00:22

So if the kid improves third his their their reading score.

1:00:28

Year 1 you would count them as one.

1:00:32

If they improve it again in year 1, you would not count them again.

1:00:36

If that same child came back in year 2, then you would count them again.

1:00:41

And so that's just a stipulation for the outcomes in terms of what those numbers might look like.

1:00:50

We defer to your expertise and how you've done your programming before.

1:00:54

We're not going to run back to you and Fact Check and be like this is wrong.

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1:00:59

We don't know, you know, we haven't done your programming, but that's what that just is for.

1:01:05

OK.

1:01:06

So let me get some clarification because it's under data and reporting.

1:01:10

So it's saying that you know data points on 23/23/23.

1:01:27

So it's saying those data points and it says provide the estimates and projections for many of these data points for the three-year grant your project impact numbers for the whole program, not just a portion directly funded by United Way.

1:01:46

So what if like for the whole program you close the door?

1:01:54

So for the, the the part is not funded by United Way, we're not I guess looking at the same result.

1:02:07

So when they say the data and reporting, I may be looking at something different.

1:02:12

The data and reporting, are you talking about demographics and outcomes?

1:02:15

Because it says on page 23 through 32.

1:02:20

So I'm not Yeah.

1:02:22

So I'm not sure.

1:02:24

We'll we'll break that into to two.

1:02:26

So the first one is you're projecting impact numbers for the whole program, not just a portion.

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1:02:32

Other funders will say we gave you 5000 dollars, say there's like, you know, 100 kids in your program.

1:02:39

How many of those kids did the \$5000 reach?

1:02:42

So it would ask you for like a percentage or what portion was affected by it.

1:02:46

We don't do that.

1:02:47

We asked for the entire program, so we would see 100 kids.

1:02:51

So if we provided funding to you guys, you would tell us the full extent of what your program's activities were, not just the portion that was cut up and whatever math people use some time to to put that in.

1:03:06

So you would want us to say provide estimates.

1:03:10

So we would say we're going to.

1:03:13

So that would be the when I'm thinking of total impact numbers.

1:03:18

So that mean our total number of service and then total number achieved results.

1:03:23

So we would give you not just what we would divide up by portionally or what you're not away funding, but the total amount that the whole program was servicing.

1:03:33

So if it's a total of 300 students, we would tell you 300 students, correct?

1:03:41

You would not break it up into whatever proportion or percentage based on funding we were per program.

1:03:50

Now, I guess I'm still as far as what, what are we, what are what are we giving you the estimates for?

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1:04:00

Because it says on data points on page 23 through 32.

1:04:06

Yeah.

1:04:07

Are you able to see my screen if I share it?

1:04:08

Are you on a computer?

1:04:09

Yes, I can see your screen.

1:04:11

I mean, I got the thing printed out in front of me.

1:04:12

I got on the other screen.

1:04:13

But yes, I can see your screen.

1:04:15

Yeah, we'll follow along.

1:04:17

So starting from they said 23.

1:04:20

So education, we have 4 results that we're funding through for education.

1:04:26

You know, children entering kindergarten, students reading on grade level, youth learner.

1:04:30

So let's take results too.

1:04:32

Yeah, let's do results too 'cause I'm gonna come back and ask you a question by now.

1:04:37

Yeah, of course, of course.

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1:04:38

So results too is broken up into these indicators.

1:04:42

So number of students who demonstrate ability and is broken up again by these outcomes.

1:04:49

So like number of students who demonstrate growth, these are the things that you will be putting estimates to.

1:04:55

So on when you get into the system to start putting in your application, it's going to ask you number of students who demonstrate ability, appropriate growth and reading skills and comprehension.

1:05:05

Year one, Year 2, year 3, and you'll put how many kids you anticipate to achieve this outcome in year 1 and year 2 and then in year 3.

1:05:19

Oh, OK.

1:05:21

Oh, how many?

1:05:22

OK.

1:05:25

And that gives us an idea of one like scale purpose, zoning.

1:05:31

And this is what I was mentioning before, that if you have a student that succeeds one of these in year 1 and you know you're going to work with that kid again in year 2, you can count them a second time.

1:05:43

If you're in year 3, they're still there by the third year.

1:05:46

That's cool, I guess, but you can count them a third time.

1:05:48

So we don't mind duplication within the whole grant cycle, but you would not count a kid, the same kid more than once in a year.

1:05:59

So if they achieve something once, you would not count them in the same year again.

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1:06:04

They need to be come back in a different year.

1:06:06

So that's what that is.

1:06:06

So when you go in, you're going to be asked to select one of the four main bullet points and then you'll be asked to select the accompanying point called an outcome.

1:06:19

It's like for this one number of students, you have to also select the accompanying point.

1:06:24

You will not make an estimation on this.

1:06:26

This is just the overall framework to put everything else in.

1:06:33

So you will do while we're here 'cause I'm going to select this on the results too.

1:06:38

So under the first one, there are students who demonstrate ability, appropriate growth and reading skills and comprehension.

1:06:48

So will we have select both of those indicators or we have select one of the indicators or could we do either?

1:06:55

Or you select this one, You must select these two, OK, So those OK, So once you select the top, everything underneath that top goes with that, correct?

1:07:09

OK, this is a good one.

1:07:10

We don't have to select one.

1:07:14

Oh, oh, oh, I'm, I'm gonna dive into it.

1:07:18

So I, I like to hear it.

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1:07:19

I was like, I really want to make sure this is clear for people.

1:07:21

So this is good.

1:07:23

Yeah, you can select one.

1:07:24

You can select select one.

1:07:26

Yeah, you'll not select one of those a minimum of 1.

1:07:30

So if you feel as though you can also, do you know this one or the other ones and you can as well too.

1:07:39

OK, so then let me ask you this question.

1:07:42

I'm gonna go here first.

1:07:43

You say number of families who demonstrate behaviors indicating increased knowledge and engagement in their students growth and development.

1:07:53

If we select that one, there's no indicator underneath there, correct?

1:08:02

And that was OK.

1:08:05

So what would you use as to show you your results for that?

1:08:13

Is there an assessment or could we use our own assessment that we're currently using?

1:08:17

Look at that.

1:08:17

You're asking all the right questions.

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1:08:19

So at the bottom we then there is a question on there that says, you know, you'll need to name and describe the measurement tooler process.

1:08:28

We have a list of reviewed tools that are here.

1:08:33

So we have one for family engagement is the Piccolo home inventory parent.

1:08:37

All of these tools have been already you know, deemed qualified etcetera or whatnot.

1:08:41

So we know and we made sure to get stuff that's out there.

1:08:45

So it's not just useful for us.

1:08:47

If you want to use the tools like you know, other applications and other things, you can say you're also doing this one as well too and but you are not restricted to this.

1:08:57

So if you know or you have a tool that's not on this list of eight, just name and describe what it is in detail on that question.

1:09:06

And that's fine.

1:09:06

But that is what this is our guidance to help you in that keep that type of stuff.

1:09:14

I'm glad you mentioned that because I was like because we do a lot of social emotional development, a lot of skills training in that area.

1:09:22

And if you look down there, a lot of those tools don't really go up to what you will say you're elementary and middle school students.

1:09:35

A lot of those are for the younger kids.

1:09:38

So we develop, I guess that's our own assessment, our own tool that we use.

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1:09:45

Will we be able to use that same tool?

1:09:47

How will we submit that for approval?

1:09:50

And then if it's not approval, then we will have to come back to this list and look for something on this list.

1:09:56

So on the application itself, there should be a question that asks you to describe the, the tool by which you're using.

1:10:03

You can list that one there and add that description.

1:10:07

And then also within the application, there's AQ and a portion that the review team can ask of you guys and it will like it'll send you an e-mail saying a reviewer has asked a question and you can answer that question in more detail too.

1:10:22

So if there's anything that's like flagged and they're like, well, hold on a SEC, like let's get some more detail about it.

1:10:27

We're coaching the reviewers to also can reach out and ask you guys questions about your application pieces.

1:10:35

OK, OK.

1:10:38

Let's see.

1:10:39

So that projected impact number, we're saying not number third, but we're saying the number that's going to achieve those outcomes, correct.

1:10:55

OK.

1:10:58

Is there anywhere they asking for the number of participants so that way you can like correlate with percentage wise of how many we anticipate it's going to achieve those results?

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1:11:17

Yeah.

1:11:17

Didn't we just talk about this, Ryan?

1:11:22

Yes, there will be, there should be two places.

1:11:26

1 is going to ask you for an unduplicated number across the total three years.

1:11:32

And then they'll also be additionally where we ask about Alice, where you'll also be able to list that additional breakdown of the estimated number of people served and that should be in the outcome forms.

1:11:45

Yeah.

1:11:47

Ah, yes, over here, yes, yeah, yes, thank you.

1:11:51

There you go.

1:11:52

We have unduplicated served so like the output basically over three years and then what he said in an attempt to make an unduplicated of who will achieve an outcome.

1:12:08

So if you don't want by the year, you want it by the three years.

1:12:12

So whatever we estimated each year, you want us to add that together and give you 1 number for the total three years.

1:12:20

So on the estimation up top, it's going to add together all of that.

1:12:24

But remember the projection along those indicators and and outcomes, etcetera are duplicated.

1:12:30

So one person can achieve an outcome and year one and year 2 and year 3.

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1:12:35

So it's a duplicated number here we're looking for if you were to do an unduplicated number of who achieved those outcomes.

1:12:43

That is what this this highlighted question is we we kept them far apart so that they wouldn't like be confusingly overlapped.

1:12:53

But in a three-year.

1:12:55

In a three-year.

1:12:56

How many unduplicated people will achieve this outcome?

1:13:00

And then up in the other projection estimation in a three-year.

1:13:05

Duplicated.

1:13:06

How many individuals would Got it, got it, got it.

1:13:12

Yeah.

1:13:12

One's kind of like an achievement number and one's versus 1's like a physical person number.

1:13:21

OK, I think I got my questions answered.

1:13:28

Yeah, this, this is just awesome.

1:13:31

Thanks for the opportunity.

1:13:33

Oh, absolutely.

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1:13:36

We're on until I think 4:30, right.

1:13:38

I think that's what it goes to or what not Five o'clock 5:00.

1:13:43

Oops, oops, oops.

1:13:45

I'm at 5.

1:13:47

You heard me say 5.

1:13:49

He's there.

1:13:50

Yeah.

1:13:50

Any more questions As you go about it, as you, as you log in and go about, you'll be questions ready to be here.

1:13:55

So come on back in.

1:13:58

All right.

1:13:58

Thank you so much.

1:13:59

You guys have a great day.

1:14:01

All righty.

1:14:02

You too.

1:14:03

Thank you.

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1:14:03

You too.

1:14:04

OK, bye.

1:14:04

Bye.

1:14:05

OK, bye.

1:14:05

Bye.

1:14:08

You're sweet.

1:14:10

Very much.

1:14:11

That's the first time I took you from the top, though.

1:14:13

I'm like what you're asking.

1:14:23

Hi.

1:14:24

I'm back.

1:14:27

Not a problem.

1:14:27

We're here.

1:14:28

Like I said, we would be the first time.

1:14:29

Not 430.

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1:14:30

Definitely 5, right.

1:14:34

So I had a question, what are the fiscal year dates, you know, like for year one, year 2, I see that the grant was starting July 2025.

1:14:47

What are what are your fiscal year dates?

1:14:51

I want to take this one.

1:14:53

Yeah, it's, so it's going to be July 1st to June 30 is a fiscal year for us.

1:15:05

All right.

1:15:05

Thank you.

1:15:06

Anything else while we let them go?

1:15:09

OK, I think that's it.

1:15:13

Thank you guys again.

1:15:15

All righty.

1:15:16

OK, bye, bye.

1:15:16

Bye.