



## **Cohort for May 2016 Application Deadline**

**Session 2 – Project Design and Organizational Capacity**

**April 13, 2016**

Emily: This is the second meeting for the Wednesday Cohort for focus planning a 2016 Assets for Independence application for the May 13<sup>th</sup> deadline. Again, the goal is to provide peer learning for applicants and keep you on track to submit your applications by the deadline; we hope to have opportunities for cross sharing between potential applicants. Anamita led the call during your first meeting and this is Emily. The focus for today's call will be on project design and organizational capacity.

Okay. Let's go ahead and get started. I'm going to be respectful of your time and, and thank you for joining today's call. It looks like both of you are returning grantees who already are operating AFI projects? Is that right?

Female Speaker: Yeah.

Male Speaker: Yeah, yeah.

Emily: Okay. Is your interest in this call—do you want to stay on top of what the Research Center is offering or do you have specific ideas about how you might want to change your project design for your upcoming grant?

Female Speaker: I think that, you know when we were on the grant five years ago, we didn't necessarily know – we thought it would work in our communities but not necessarily how it would work. So, we have a lot more experience now but I was just hoping to hear what other ideas people have been coming up with, to see if there was anything that maybe we would want to change for our program.

Emily: Definitely and what, what assets do you focus on?

Female Speaker: We actually do three. We do the small business, the homeownership, and the post-secondary and we let our savers choose what it is that they want to focus on and we've had success with that. I mean, we've allowed them to switch whenever they needed to switch. We really struggle with the small business and just trying to get those business plans and if they're businesses that seemed sustainable.

Emily: Right. So, if the other one on here, if he focuses on, on small business, if he had any insight into that.

Male Speaker: Sure, yes. So, I'm Chris. We do very, very little with small business and in fact our AFI project right now is exclusively for first time home ownership, the one that we're running. We are also a sub-grantee through our state and through that one we can offer all three of the assets. We've done a little bit with small business but it's not our area of expertise and we've always, you know, again farmed out the consulting work on, building and approving a business plan. So, that's one I'm afraid I won't be able to speak to you too much.

Female Speaker: Okay.

Emily: I do want to make sure that you're aware of the resources that we have on our webpage. There are a couple webinars that are specifically about building a strong small business IDA program and there's another on building a strong education IDA program. So, I think that could be helpful for you two review.

Female Speaker: Okay.

Emily: So, the web address is [idaresources.acf.hhs.gov](http://idaresources.acf.hhs.gov) and then at the, at the front, you'll see there's a bunch of squares and there's one of them called AFI Grantee Toolkit. And then you'll see there's a section about business IDAs and the other one about education IDAs.

Female Speaker: Okay. Thank you.

Emily: So, maybe you'll get some good ideas from that. Hi. Who, uh, just joined the call?

Rob, Elim Pacific Ministries: Oh, this is Rob from Guam.

Emily: Oh, great. Thank you so much for joining. I'm glad you could be part of the call and this is Emily Appel-Newby. I'm a technical assistance provider with the Assets for Independence Resource Center and I see in the notes from the last call that you're a first time AFI applicant. So, thanks for your interest. Go ahead.

Rob, Elim Pacific Ministries: It's 4 a.m. here. I'm just trying to get my, my head in the game here.

Emily: Sure, sure, um, and let's see, Chris, are you thinking about modifying the design of your program at all?

Chris: Yeah, substantially. This round we're doing a partnership application. In fact we're really working on that model that they're using out in Arizona, the Earn to Learn model.

Emily: Oh, yeah?

Chris: That's what we're building it on, yeah. We're doing a partnership with a local private college here with a very similar set up. They're committing institutional pay as the non-federal portion of the ask. It's very much new waters for us to surround which is why I'm being pretty intentional about getting as much information as I can at this stage. We are putting together and working hard with them on the application. They're similar to the Earn to Learn model in that the private college will be the actual applicants for the grant but we'll be the partner who administers all of the AFI activities for it.

Emily: Okay, great. So, you can show in the application that you do, that product stuff does those have a background with IDAs even though the grantee will be a new name.

Chris: Right. Yeah. I feel pretty good about, you know both the viability and organizational capacity and project management side of things. I mean, it's, you know, recognizing that this is a certainly a new type of structure in terms of how we've worked with IDAs. So, I think we'll all be on a steep learning curve with it.

Emily: Definitely. How did the relationship come, you know, come to be? Were you already sending education IDAs papers to this college?

Chris, LaCasa: You know we did have some that would go to Goshen College, but last summer and this year, a couple of other consultants did a TA visit and that was, she just brought up that model in that visit and we were pretty interested in how that model was working and so, we approached Goshen College. We've worked with them on other things in the past. So, we have a good relationship with them and we approached them late last year. They just started that conversation and it fits really well

with them because they're really doing a push for local recruitment of first generation college students as well as somebody who is Hispanic. We have a pretty high number of Hispanics in our area and so they've just got several initiatives that I think are going to pair really well with, you know, with this type of IDA project.

Emily: Great, yeah. I'm really excited to see what Arizona is doing. Let me describe that a little bit so that Rob and Rebecca might know a little bit more about it and just fill in any details that I've missing.

So, there's an entrepreneurial 501c3 that was interested in partnering—in the developing an IDA program for college students in Arizona and she started talking with the Board of Regents which kind of oversees and has the management for the three public state universities of Arizona State University, University of Arizona, and Northern Arizona University. They actually got each of the three universities to commit to each applying for AFI grants to serve their low income and income qualified students with IDAs. So, they have a contract with Live the Solution, a 501(c)(3) to administer the AFI grants, but they're doing with the non-federal cash that's provided by the college as well as outside of dollars that they are raising to support the administration of the program and so it's because it's supported by the college and it's not restricted to any specific group of students, other than to those eligible, and the university is really helping with doing a big push to get the word out to all students who might be eligible. That really pumps up the numbers that they're able to enroll and so they actually are stocking AFI grant quite aggressively so they're coming back each year for pretty large grants, so that students don't just stay in one IDA throughout their four years in college but they're saving in a new IDA each year as they go through college. It's obviously a high dollar commitment on the part of the universities but it's also a high degree of financial assistance that the college is able to offer the students and therefore, you know, leverage from the federal AFI program. So, is there anything else you would note about their model, Chris?

Chris: No. I mean, I think that's the basics from my understanding too and there's some efficiencies involved hopefully as the college's admission staff and financial-aid staff kind of play a role and messaging the program and spreading the word like you mentioned and so our hope too is that there's, efficiencies in there that allow the allowable admin to come a lot closer to covering the actual cost of running the project.

Rob: Is the university then using its endowment money as like scholarship money?

Chris: You know, so in Goshen College, I don't know. In Arizona model, I think they call it the Regent Scholarship. They have a Regent Scholarship that's ear-marked for students from low income households out there. At Goshen College, they just have a pool of funds that are ear-marked for institutional aid. So a lot of that would have been raised, you know, from donors or alumni and things like that.

Emily: Right. It's an existing scholarship stream with their, that they're leveraging. But yeah, it could be endowment proceeds. It's so appealing to universities with it. They could leverage existing scholarship streams and it did not have to be a new outlay outside of probably some of the administrative costs.

Chris: Right, right. Yeah and we are designing that. So in terms of from an application standpoint, I think a pretty central document is the memorandum of understanding and then building out kind of the argument for capacity to manage the grant and making the case for why that's needed in our particular area. I think one of the challenges with our particular ask is that it is a private college. It's not, you know, it's not a state college nor is it a very large college but I think we may have even more of a burden to really establish the need for that kind of project in our area.

Emily: So, you mean establishing the need in terms of the AFI application or to the college administrator?

Chris: The college is bought in. We're definitely on board for the application. I think it's just...I've spoken a couple of times of Kate out there in Arizona and I'm aware that a lot of educational institutions at this point are expressing interest in this type of program which makes me you know a little bit nervous about how competitive this coming round might be and how do we make the case that a small private college could merit the funds to run a program like that.

Emily: Uh-hmmm. I think you're in a strong position because of your background and experience with, with operating an IDA program. You probably want to stress, I probably suggest you stress that piece. Probably what they're looking for in general are asset completion rates in your area. Looking at the percentage of population with postsecondary credentials of different kinds and that kind of diagnostic to whether they got it from a state school or a private institution. I guess you could say a state school might be more highly subsidized than a private college. So, it would be cheaper but I don't know. I mean, if this is where you're coming in to make the cost of the private school more competitive.

Chris: Yes, exactly.

Emily: ...and more acceptable.

Chris: That's the idea. While it's a college that really does have...they have really high retention rates and really high, you know, job placement rates so I think that's part of the argument there too is that maybe, maybe some low income students who didn't think a private college with the possibility might have access to, you know, to a pretty powerful degree.

Emily: Uh-hmm and are there may be training programs that Goshen has that maybe other area school don't have so you could [crosstalk] there getting people on the group halfway...

Chris: Right. Sure.

Emily: ...that otherwise are eligible are offered?

Chris: Yeah. That's probably a good question. There certainly would be some and there would be some to where my fee that their replacement rate just blows out of the water and if the other, you know, area colleges who do have a similar program that mails to be another way to kind of show that impact. Yeah.

Emily: Uh-hmmm.

Rob: Can I recommend? My daughter graduated from Goshen actually.

Chris: Are you serious?

Emily: What a small world.

Rob: Yeah.

Chris: That's crazy.

Rob: They've got such a strong 'missional' focus in that community as well. So, I think that would really be the biggest sell because they've got a very strong focus to reach the migrant worker community that have lived there.

Chris: Uh-hmmm.

Rob: I don't think that you'd find that in any state community college or anything like that but because of that missional focus, you're going to have a more powerful argument.

Chris: Uh-hmmm, yeah.

Emily: Rob, are you somewhere in the Midwest?

Rob: No. Guam, we're at Guam.

Emily: Oh, right. You were right, you said Guam, yeah.

Chris: I know that, I didn't expect to, Rob, I did not expect you to know of Goshen College.

Rob: I know. Isn't that wild? No but my daughter, she wanted to go to a college and she got a soccer scholarship actually.

Chris: Crazy.

Rob: ...to go there and then she was a disability student so RDBR [ph] helped pay her tuition but now, she's at Gallaudet University in D.C but she's finishing the PhD now.

Chris: Okay.

Emily: Oh, wow.

Chris: Fascinating.

Emily: So, what are you looking at to provide for the people of Guam? What do you, what kinds of assets do you think would be of most interest to them?

Rob: Well, my biggest thing. I run the nonprofit that does the job development training and micro enterprise development training.

Emily: Okay.

Rob: So with that, we're trying to get some folks that have been focused totally on surviving on welfare off of the welfare system and into this Assets for Independence program but my biggest challenge is in finding the community asset partner to invest in non-federal dollars. That's the hard find. I can get people motivated to invest savings in the IDA program but they haven't found my match money yet.

Emily: That is the big challenge for a lot of applicants definitely. Have you thought about this kind of approaching colleges?

Rob: Well, I haven't before today. So, that's a good approach right now because I've got some good friends that are involved into college administration both at a private college and then our community college and the regular university. There are only three types of schools on Guam available. So, that would be a tremendous thing if we can use that kind of money because there is some local funds that's part of a higher level learning grant program that the local government invest in for certain kind of, they call them loan, grant loan programs and we might be able to fill the better package to get this matching thing working out and then we're exploring other possibilities with some housing, again I don't know if they, with cash.

Emily: Yeah. I know there are a couple of sources of funds that are available to native communities and because you said that you were an ANA grantee...

Rob: Um-hmmm.

Emily: Would, would those be open to you as well probably?

Rob: Not directly because we don't have any like [indiscernible] money, things like that. There is...

Emily: Okay. So, someone, I'm picking up like Indian, there's an Indian CBDG.

Rob: Well there's CBDG funds, but they're using it for a lot of other things like infrastructure development.

Emily: Definitely, it's very competitive to get your hands on that, yeah.

Rob: Very competitive, yeah. So and then there's like some of the other native American grant areas, they're using -- so those things are more, I don't know, I think creative leveraging.

Emily: Right. Um, Chris and Rebecca, let's start with Rebecca, can you tell me about some of the other non-federal sources that you've been able to bring in to your project?

Rebecca: No. I'm not the director. She handles that side of it. I understand we partner with a lot of banks who help provide that match for us. Is that kind of what you're asking?

Emily: Yeah, yeah. You get it from financial institutions.

Rebecca: Yeah. We, we mostly, we have about six bank partners across our service area which is fairly rural and we've been able to establish relationships with them where they donate the money to our agency and that's what we use to revive the match and most of them I would say are, they're certainly not national banks, they're smaller banks here in our area that kind of don't go outside of our two county area. We've had a lot of luck with them.

Emily: And so, what do you think was their motivation for funding your IDA program?

Rebecca: We just, we're one of the largest nonprofits in our area and we've been around for 50 plus years and I think we've just been able to build a really good relationship with them and they really like to see the savers that we have come in and just be so excited about having a bank account, having a savings and then whenever they are able to purchase their asset, you know, they meet us at the bank and everybody's really excited and it's just a lot of fun. So we've been lucky in reaching out to the right people at bank who've been able to make those partnerships with us.

Emily: Okay so definitely for the community relations aspect. Do you know if they, I think this may be a question for your director but, you know, if they receive a CRA credit for their support?

Rebecca: I believe at least one of them does.

Emily: Okay. So, the CRA, Community Reinvestment Act. So it's a task that banks, banks probably on the larger side, have to go through under one of the federal agencies that regulate them to make sure that they're investing in underserved communities in their area through direct investments, through lending there, and I think through just having branches and other served areas.

Rebecca: Right, right. Yeah and like I said, I know that one of our banks does that. We actually in two weeks are having a breakfast and we invite all the banks from our area to come in and we have breakfast. We talk about the program. Sometimes we're lucky enough to have a past saver who was successful come in and speak and share, kind of share their story and tug at their heartstrings a little bit and we're able to get the banks to partner with us.

Emily: It's great to be able to talk about all these different benefits so that, you know, you never know exactly which benefit is going to speak most strongly to which funder. So, yeah if you can get that human story, you can talk about the benefits of the bank in terms of the PR and you can talk about the benefits of them in terms of the CRA credit. You can also talk about the benefits to them in terms of new business developments, because often IDA savers are, this is their, one of their first bank accounts— maybe they're kind of estranged from the banking system and so this is kind of a reintroduction to mainstream financial institutions and then obviously down the road when they make their asset

purchase, they're going to leverage much larger loans like a mortgage or maybe a student loan that you know and then obviously you can have that relationship with the financial institution that you've partnered with there's a chance that they might want to take out their loan business with that financial institution. So, you can see that there's also a business case to be made for supporting an IDA program. I mean obviously you're not to talk about being the small scale project but commission with investments.

Michael: Hi there. This is Michael. I've been sitting in on the call just kind of list of names on it. At the Center for Nonprofit Housing in Michigan, my director sat in on the call last week. I was out of the office. We're just in the exploration stages right now. In the past, we did have an IDA program but that was long before my time here, and Rebecca, you're talking about, you know, you have multiple banks in your area, small ones, we're kind of in the similar situation, our nonprofit. We've been around for over 50 years as well and I guess my question is, you have these banks donate the money but does that become all of just a single mass or do they kind of stipulate that, you know, the people have to open the IDA at that bank and then it becomes a smaller match or how does that work because I understand the goodwill for the banks being donors but, you know, it's kind of give and take that they would like to have the account and build their relationship. I'm just curious on your thoughts on that.

Rebecca: So, we're a pretty small program I would think. We have about 85 slots that are open and we allow our savers to choose which ever bank they want to choose and we've not run into an issue where the banks are saying, we'll give you this match money but you have to use it on our bank. I'm not sure why we haven't run into that. I've always kind of wondered, but in fact the one bank who I believe gives us the bulk of our match, most of our savers go through them because they have the most branches in our area and they're one of the bigger bank mains that are out there in our area. So, we've never really, like I said, we haven't crossed that. I've always wondered why we haven't run across that but, it's not been an issue for us.

Michael: Okay, yeah. I just wonder if that's going to be one thing we're going to run into because there's, you know in the main street here there's kind of three banks we're going to [indiscernible] and you'd think that they want to get people in the way and also in the banks, I would think would want to benefit of that too but like you said, ultimately we're getting first time home buyers in the home and you know if they could get a more gives through to them. If they've had the account there, yes they're much more likely to just go in that bank and assuming they can get approved for the loan and get it there. So, that's interesting though that you haven't run across that. I mean, that's great for you certainly.

Rebecca: Yeah and another thing that we've been lucky with, we'd had I believe four of our savers for home ownership went through Habitat for Humanity. I've assumed that that's a national project, but they've worked with us to refer people from there, that there are on their waiting list to us.

Michael: Okay. We have been in that set for that property housing. We have some programs during the state. We got state money and federal money to help people with down payment systems and rehab system. So, that's really what we're looking for to do that but unfortunately, a lot of time either first time home buyers and their credit is not the greatest though so a lot of times, they can't get approved at the bank. They got to use some of these other less traditional but [indiscernible] mortgage companies.

Rebecca: Okay.

Michael: Rebecca, do you know what your approach has been to the banks? I mean, we're starting to build those relationships with the banks because that's kind of the obvious funder source but we also have a pretty large community foundation in our area that we're hoping that we get on board with this

because it kind of fits in with their promised payout in 2025 which I think is kind of a nationwide thing and I'm just curious what your approach has been or anyone else they want to try in kind of your approach to getting the buy in for, for the match before you go to applying for the grant.

Rebecca: Like I said, our director typically does that and our vice president of operations. He handles that type of publicity for us. As, as I said, we do have a breakfast where we invite all the banks in our area to come and see what we're doing and what we're about then we just work with them from there.

Emily: Well, that's good. Chris, what about you, what sources of non-federal funding have you brought in to support your project?

Chris: Well, we are fortunate. We, Indiana still has an IDA tax credit program. It's not a big one, it's not. I mean, Oregon gives out million and million a year for IDA tax credits, we're nowhere near that but we have been able to raise tax credit donations for IDA's for probably 15 consecutive years and we've used those as the non-federal match when we've applied for AFI grants. We've typically been awarded 50 thousand from the state, and those are 50% credit. That 50,000 and tax credit allows us to raise a \$100,000 from donors who, you know, who wants that credit and then we turned around and use those for IDA projects and in fact to date that's been what viewed exclusively to, to provide non-federal match for the AFI projects. Um, so we have good relationships with our local banks, but we haven't tapped them for that. I mean, of course, now we're using this partnership with Goshen College and I think just like with the pre-purchase program, there's a lot of logic to partnering with banks, to try and raise that money again. We haven't had to and we're fortunate from that side of things but I mean with the education model obviously, it's a good opportunity kind of for a win-win for everybody. The financial or the educational institution gets their scholarship funds leveraged which means that more students are going to be able to take advantage of those and they can increase their enrollment while also kind of meeting their mission and part of Goshen Colleges mission is to kind of mirror the diversity that we have in our area and provide opportunities for students from lower-income households. That's a really nice model because you know they stand to gain a lot by leveraging those funds and so much so and this is how it works in Arizona as well. So, much so they're willing for, you know, all of the admin, allowable admin from the project to cover the costs of our managing, you know, the IDA project.

Emily: Thank you so much for sharing that. I think we got a rundown of our folks, who the non-federal cost sharing is from. The topic of today's call was the project design and organizational capacity. So, I want to find out if there were questions from the organizational capacity. It's definitely for some of the returning grantees, I feel like this part of the funding opportunity announcement has been and flesh out a little more and then maybe it was two or three or definitely five years ago. Do you have any questions about what's being asked for in that section?

Male Speaker: Yeah, I agree. It feels fairly straightforward. It would seem like being able to demonstrate obviously adequate staffing and experience with the program will be our benefits. Then, I think in the partnership like ours, you know we obviously have to be able to show that capacity on both sides of the equation and be able to also kind of put on display a plan for how we'll communicate with each other while we're pulling off a project but personally, I guess I don't necessarily have a specific question on how to demonstrate that. I think it's a little tricky. I don't know if there's any kind of standard for a project with this many accounts will typically require this many FTE. Um, are you aware of any kind of thinking like that?

Emily: Yeah. There was some of that was addressed in the most recent AFI Report to Congress.

Male Speaker: Okay.

Emily: Yeah. They were, they collected data from existing, you know, IDA projects about how many staff they have and it's kind of broken into tiers like there were products that's under 25 savers that this number 25 to 50, it's the average is this and so obviously the number got larger as more savers.

Male Speaker: Sure.

Emily: I think the lowest was kind of a half FTE for the smaller programs up to, I think like two and a half FTE...from the larger program like hundreds of people.

Male Speaker: Okay. Good to know.

Male Speaker: Would you be able to send out that report or is that something you need to access? That probably would be something for us to look at certainly.

Emily: Yeah. I can send that out. Yeah, I agree. It's really interesting to see what other projects are doing.

Male Speaker: Yeah.

Female Speaker: It's a little dated, it's from 2010 but that's the most recent one that's been released but yeah, that's what we have.

Male Speaker: Okay. Yeah.

Male Speaker: And do they have like how much who stayed, that they don't have like impact, you know, that kind of, the buzz word. I'm sure that non-profits know that impact of these programs, and you know foundations or other ones being able to get funding. They want to see the impact that things are having. Are there any sort of numbers like that in that report, like, you know, how much people say or probably they've done with it, etcetera.

Emily: There's definitely, you know, there's the information that's collected from grantees and it's pretty straightforward about program outcomes in terms of dollars saved and number of assets purchased and I think it goes so far as to say a total value of assets purchased, or leverage which would be really interesting information but this don't go, quite that far.

Male Speaker: Uh-hmmm.

Emily: But yeah, it does have the outcome data.

Male speaker: Oka, yeah. So then they can have [indiscernible], we're kind of snapping. We need to have since our work, some organizations have a bigger one and we're pretty small. We only have three people in our center for non-profit housing because, you wonder that we have enough staff [indiscernible] other programs because, you know, people can say that, this matching valor and be able to get in the home that we're going to help them with. So, it kind of all closed together which is why we're very interested.

Emily: Yeah. So are you a developer or um...

Male speaker: Not into developer. We do like helping first time home buyers and we have money we get from, let's say, down payment systems and rehab work so we get develop from that sense so we don't do, you know, multifamily or new construction. We don't have that money but, you know, just using the investing home stock and improving that, you know, improve the communities by getting, potentials abandoned or homes that have been vacant for a long time, occupied and, and improved.

Emily: So you do things like home buyer education classes?

Male speaker: Yeah, yeah. We offer, yeah, home buyer education, financial capable. Yup, we do all of that.

Emily: Okay, yeah, yeah. Then you can talk about how you can leverage that experience with helping low income home buyers get connected to first time home ownership opportunities even if it wasn't through an IDA program but through of providing other sources of support.

Male Speaker: Uh-hmmm.

Emily: And then in terms of staffing you want to be able to describe your current case management structure and talk about how you're going to be able to integrate the case management that's necessary for IDA program into that. It would be great to hear from Rebecca and Chris in this but you know it's checking in with people, making sure that they are on track with their savings and still working towards their asset goal and of course, there's probably other things that they're working on at the same time. If they're saving in their IDA like improving their credit score.

Male Speaker: Uh-hmmm.

Emily: So, that's kind of case management that I think that most IDA programs do. Is there anything else that I'm missing, Rebecca or Chris?

Chris: Yyou know we were a home ownership center and we offer financial capabilities. So, you know, especially those home buyer IDA's are a very natural fit and a big part of the administrative costs for the projects are things like providing financial education and assets, specific training and asset specific counseling that ensure that the asset purchase goes through so obviously they are already strong in all of those areas. So to me, it's a pretty natural pairing. It definitely does add workload to do the case management just because it's probably already collecting a lot of documents upfront but there's the document, well go ahead.

Male speaker: You're exactly right and well, you've already know, you're already doing calculations and assessments and things so doing another eligibility assessment probably doesn't add that much burden. You know, it's just obviously that you have to apply the particular ones for the AFI project but I mean the other thing is having a database that is conducive to IDA project management. So for us, we've been using the Outcome Tracker VistaShares. About a year ago now and before that, we have been using our own kind of access database that we had created but Outcome Tracker is way better than anything we were using before, but I think when you have the data management fees in place and then the nice thing about this grant applications is they pretty much force you to write your business plan for the project. So, once it's there, we just have our staff read the application and we create the savers plan and a lot of the case management just follows right in line with that savers plan that you make. So it does add a workload. There's no doubt about it and of course you have to make sure that your files have the particular documents that are compliant with an AFI project but so much of that, you're already doing with your home ownership file that, if it's a pretty good fit.

Male speaker: Okay. That's good to know because I mean we're a CounselorMax for tracking our plot.

Male speaker: Right, yeah and we used to, and CounselorMax doesn't do good with tracking your IDA because of all that, you know, the financial side of it so.

Male Speaker: Right.

Male Speaker: Yeah. That, that's where you have to have, uh, another way of tracking that and, um, you know, you pay a little bit of money for Outcome Tracker. So, it's, it's a trade-off, uh, for us. We're saving more time than we're spending money on that, on that system but, you know, just the judgment call.

Male speaker: Right. Okay, now, I'm looking at Outcome Tracker in my computer right now, the invention, we have another addition but if you're, do you think it's worthwhile in terms of paying time, that's, that's what you're saying.

Male speaker: We can talk more offline too if you want to about that. I mean, it is an investment. So, you know, that it merits the conversation and I'm more than happy to talk with you about it at some point so okay.

Male speaker: Yeah, yeah.

Male Speaker: Cool.

Female Speaker: Okay.

Chris: One thing I was going to ask him. I don't know if this falls, so forgive me if I'm off here on the, on the subject of the day but I think that that's right on the project design. I think one of the difficulties that we have is that the college we're working with, they do have a significant number of local students but they also have students coming in state wide and country wide to the college who apparently even from Guam and another, but part of the challenges that we want to leave geographically speaking, we went to leave that open to basically the population that would come to Goshen College that the weakness that I see there is it makes us have a fairly general target population which basically means, you know, the target population is people, households under 200% federal poverty level and low net-worth. The way we hope to hedge that so the speak is to really feature the fact that the college and us, you know, are all of our marketing efforts as well as the bulk of the colleges recruitment efforts are based locally. The vast seal in terms of as we present the target population, you know, if we really feature the colleges. You know, they're making a very consorted effort to recruit households of color, students of color to the college, Hispanic in particular because of our demographic here, as well as to recruit first generation students. I don't know if that question makes any sense but I could see how a person could look at the geographic. You know, the fact that we aren't living in geographic area and say, "Well, that's pretty vague" but I'm kind of hoping that by showing that, you know, we project the 60% of the students will come from Melcourt [ph] County and 75% of the students will come from Indiana and here's our local demographics and here's what we expect in terms of enrollment. I'm just curious as to your take on kind of that presentation of a target population for project like this.

Emily: I'm sorry. Can you can you repeat the question there?

Chris: Sure. First of, and make sure I'm in line with today's subject matter but I'm thinking about target population and I think this falls kind of within the viability as well as the project design piece. Um, it seems like specific is always good when you're talking about who you're trying to impact. We are not going to limit the geographic area that we're covering because the college we're partnering with recruits nationally but we are going to feature the local efforts, the intentional local efforts of recruitment and, and kind of present a target population, you know, that we hope to draw from locally and my question is, does that feel too vague or does that seem like a sufficient way to talk about who we're targeting?

Emily: Well, I would say that you probably are, it's probably the way to talk about your target population and students of Goshen College, right?

Chris: Yeah, yeah.

Female Speaker: Um, and then, if they have a specific, do they have like a name of a titled program that specifically works from this, kind of recruitment of local...

Chris: They do. They have a particular departments...the intercultural department that is doing outreach efforts locally events to it especially educate the migrant families, immigrant families in our community, mostly Hispanic and that's become kind of a targeted recruiting effort.

Emily: Yeah. So, I would probably leave it officially as [indiscernible] of Goshen College just in case it really doesn't work to recruit from specific population.

Chris: Yup.

Emily: Um, but then yeah, yeah. You can talk about how you're going to have a focus on that particular subgroup. Yeah, that's great.

Chris: Okay.

Emily: And don't worry at all about staying "on topic", you know this is, we just have those there to kind of guide conversation and make sure that the broad areas are covered between the three conversations but wherever the conversation takes us, it's totally fine. Michael, do you have any other question?

Michael: Well, looking back to some [indiscernible] and how we're talking earlier about colleges getting involved and just kind of how that works so they get where we are, I mean we have the community college with an extension from a different nearby city and then another kind of vocational focus college that would be really our only two options that I think that would be good because our area's pretty underrepresented in the higher education and just brainstorming and thinking about how to get to college potentially involved and [indiscernible] the banks involved, you know, for potentially donating and just what anyone out there has had, have an experience with multiple, variety of funding sources, how that all kind of comes together.

Male Speaker: Uh-hmmm.

Emily: I mean, it definitely sounds like; I won't speak for the other grantees on the call but it definitely sounds like, most IDA programs, nearly all of them have multiple funding streams for the non-federal. Probably the exceptions are those ones that are funded with the states. Funds are probably the most notable exceptions but then even those, you know, you're still bringing in kind from other grant funded programs. So, if you're financial education program is funded by another grants then that's kind of that other grant is kind of providing the financial education in kind for your IDA program.

Male Speaker: Oh, okay.

Emily: Um. So, every grantee is balancing multiple sources. So, Chris or Rebecca, do you have anything to say about that experience?

Chris: I think what you're talking about would be interesting. I think I heard you say, you know, thinking about a variety of funding sources like banks but then also possibly a local educational institution. Then I guess that, for instance if you partnered with an educational institution, they were providing a portion of the non-federal funds. You would try just one of structure, kind of, an [indiscernible] with them that specified that a proportion at number of IDA's would be used for education at that institution and I think by doing that, you could pull it off. Now with the banks my impression and again, I'm not the expert there, sounds like Rebecca would be more but my impression is that many more IDA programs have used multiple banks for non-federal funding and those they haven't had to be as conscious of like, you know, some sort of, direct reciprocation in terms of, you'll get this many mortgages or that type of thing. I think the reason for that is because banks do already have an incentive for investing in a program like this which is that it's CRA credits for them. So they already get something out of it even if they don't get, you know guaranteed business and then I think the other argument with the banks is that if they're looking at the long game, they probably should get, you know, more businesses result of investing in it,

but I would think with the education institution because they probably have funds earmarked for their students, they're going to want to make sure that they're non-federal, whatever they're bringing into the project. This resulting proportionately and students that are going to their college, so that that money gets reinvested back into the college.

Male Speaker: Right, right. Definitely an interesting topic is we're kind of giving, delving into it. So, I'll keep that in mind.

Emily: Let's see, are there any other questions that these folks have for each other or for me?

Male Speaker: I guess [indiscernible] but it may be a very basic question but in terms of when...I'm reading through with the application and everything, when you get this money how is it distributed? Maybe that's merit I needed, just read more but if you have like a 30-second rundown or maybe one has experienced it when you get that money donated from a bank let's say and you know, digging into the accounts and, and how of that kind of operates?

Emily: So the Funding Opportunity Announcement requires that funds be, I can't remember if they were just allocated or distributed to, the earned matching funds be distributed, at least once every quarter. So let me get a step back. So, there's something called a project, there's a reserve account for each project, for each AFI grant that you have and so you would first and you request the non-federal funds and then you would draw down the federal fund, [inaudible] Office of Grants Management.

And then, you would keep track of participants savings and you would essentially earmark the match that they had earned on their behalf, that they had earned by making those deposits and you'd earmark it for them to show that it can't be allocated to anybody else basically.

At least, at least once a quarter. It is also permissible to actually move the matching funds into their IDA account but most programs do not do that because there's slightly less, you have slightly less control over the money than if you just keep into centralized reserved account.

Male Speaker: I got it. Okay, yup.

Female Speaker: And then of course when the person is ready for payout to make their asset purchase, you would want to have them bring the invoice or something about the purchase being made to use that you can make sure that it's an allowable use of the funds and then would pay directly to the third party vendor and there's some slightly different rules when it surround, business, capital expenses but I didn't get the impression that you were going to focus on that.

Male Speaker: No. I would certainly be housing and possibly, you know, education as well.

Emily: Okay. Does that answer the questions that....

Male Speaker: Yes, yes. It certainly does. I can read them through more than one of the, I got too much time with that.

Emily: Oh, no. Not a problem at all. I'm not sure there's all that much different, I'm not sure there's all that much more definite description of how you have to do it, just kind of saying you need the setup system. So, you know, I'm happy to answer any more questions you might have about what it looks like in practice among the grantees that ever I've talked to.

Male Speaker: And that is where our database like, again, I just know Outcome Tracker. I know there's some other ones that people use but something like that makes those processes, just a lot simpler.

Male Speaker: Uh-hmmm. Yeah, maybe because of saying but I guess maybe that one had a little bit when they first got started with a little bit of rough patch, kind of figuring out the best [indiscernible]

you've got our contract or everything in place. I mean, there's always going things and you're getting the new programs like.

Male Speaker: I think that answered most of my questions today so if anyone else has any, feel free up to go ahead.

Male Speaker: I think I'm good as well for today.

Female Speaker: I am as well.

Female Speaker: Okay, great. Well, thanks so much everybody and we'll talk again in a few weeks as we get ready for the application. It's about a month away and feel free to reach out to the resource center any time before then if you, um, have something that comes up, 866-778-6037. Thanks so much everybody and have a good rest of your day.