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EASTER SEALS

COST ALLOCATION MEETS COORDINATION: MODULE 3

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>> Carrie Diamond:Welcome, everybody, to the final module, module 3 in the cost allocation meets coordination course. Mini course for human service transportation providers. Again, I am Carrie Diamond. I'm the training and technical assistance specialist for the National Aging and Disability Transportation Center for NADTC. I'd like to thank Kristi and our captioner Tammy. Closed captions are available as well as a transcript. If you prefer, there is the StreamText link that Kristi has put into the chat box. This is being recorded. All of these modules will be available within the next week or so on the NADTC website.

So I want to just encourage you today as we go through this, last time with the breakout session we had a lot of people leave during or just before the breakout session which made it so sometimes one person was in a session, didn't have anybody to talk to. So what I have redesigned this to do today is to do a lot more with chat. If you feel comfortable, it's going to be a small enough group that if you can unmute yourself and use your microphone, you can even turn on your camera if you have that if you'd like. But there will be four different places where I will be asking for your feedback and encourage you to participate through chat or to unmute yourself.

Don't make me call on you. I did used to be a high school teacher. I'm familiar with the classroom and how that works and putting people on the spot and don't hesitate to do that. Please let's make this interactive and we'll go faster today and be more engaging.

So after module 2, you were to look at the program inventory and the fund braiding guide. These were the two documents put out by the coordinating council on access and nobility in particular. Just wanted to know what you have ‑‑ what you learned from that. Did anything surprise you? There were a lot of programs that can fund transportation that are found in the program inventory in the fund braiding guide. And you may have been aware of some of them. You may not have been aware of others. I'd ask that either unmute yourself or put on the chat, did you learn something. Are you going to be using what you discovered by looking at those in the future? Did anything surprise you as you went through that?

I'll give you a couple minutes to chat and respond. So I wasn't making anybody hand anything in for this, but really looking for ‑‑ and it can be something that you maybe picked up from the module 2 of learning about the program inventory and fund guide. Was there anything that you're going to be using going forward?

Thanks, Jessica, for replying. She said she'll be sharing the resources with agencies as she's not aware that ‑‑ of some of the grant opportunities that were available to them. I think that's a really good kind of educational purpose as well as kind of building relationships. So by providing them something that might be useful, you're starting on building that relationship.

John responded it was useful learning that if I needed a local match and was short, there are some federal funds that we can use to match other federal funds. Thanks for that, John.

That is a really big takeaway, because so often when we're working in government and working with some of these grant programs, we're told you can't use federal funds to match federal funds and there are some exceptions and that fund braiding guide points to some of those exceptions. The one that's probably used the most and the one I'm familiar with, because I had done this when I was in the transportation at the Aging and Disability Resource Center was being able to match some of the federal transit funds. So thank you for your responses.

Today, like I said, is the final course in this mini course. We are going to look at the difference between pricing, cost value and how to communicate those to others. Because reinforcing the concepts of allocating your costs as well as connecting it to price and cost as well as value proposition is kind of one of the next steps as you're moving forward on some coordination efforts that you may have undertaken in the past or willing undertaking. I wanted to spend some time on messaging because I think that is an often missed piece of what we do. Whether it's how we're charging for a service or messaging that your true cost might be $25 a ride and why is that acceptable and why is that okay and what goes into that? Instead of people just jumping to the conclusion that that's really not a good price for your services.

So that's an important piece and we're going to touch on that closer to the end of today's session.

So starting out, Kristi, if you could launch the first self‑assessment. One, the value and cost should also be the same, true or false. As a nonprofit or governmental entity, you do not need to establish a return on investment. True or false. And discussing the value, not just the cost of your service is very important to human services programs. True or false? So if you can respond in the poll, that would be great.

Like we've done in the other modules, we're just kind of make a note of the responses and come back to it at the end and see if we need to discuss any more of those. So we have most everybody coming insofar. So for the first one, we have most responding false, the second false and the third true. We will come back to this coming up at the end of today.

So I wanted to start with context in our discussion and something that's pretty easy to wrap our heads around. And something that we've heard a lot about in the last several months. Toilet paper, right? As you go through today, you can think about this in terms of toilet paper and relate it to your transportation service. So cost. What does it cost to make the product, the raw materials, the labor that goes into it. And if you're using more expensive materials, the labor costs more because it's more skilled, it's going to cost more.

Price being what is charged after the marketing, transporting, profits added. That's going to change depending on where you are and other factors that go into it.

And then value. Like I said, I wanted to concentrate on value today, but it really depends on the context. What happened during the pandemic when every store was out of toilet paper? Did we value a roll of toilet paper more at that point? I would say yes. So it depended on the context. In the context of the pandemic, we really valued the toilet paper that we had at home or didn't have.

That can also change in other contexts. So if you're camping in the wilderness, how do you value toilet paper? If you're a man versus a woman, do you put a different value on toilet paper? So while this is kind of a very concrete example and something we can wrap our heads around that value can really depend on the context, use that thinking also with your transportation services as you're going forward.

So in the last module you were walked through the cost allocation model and hopefully determined your fully allocated costs and then you learned about cost allocation and coordination and why cost allocation is important and lays the groundwork for coordination. But here's the caveat to all of this. Numbers aren't necessarily as concrete as we think they are. Transportation is a complex system.

So every model and everything that you come up with in those models are based on and are determined by the assumptions that you have. So you want to identify the assumptions that you have around when you created your cost allocation model. The assumptions can be very basic. Like we based our costs for next year on this year because we are assuming service will remain the same. We are assuming we will have the same number of vehicles and we're assuming that we have the same number of drivers.

Or it could be we're assuming we will have more or less ridership or we are trying to expand so we will have two more vehicles and need one more driver. It's really important to record those assumptions so that you can go back to it a month, a year, several years down the road to say why did you put those numbers in there? I can attest that this is really important. I operated a transportation program and I would go through the budgeting processor go through a testing process that Carol had talked about in module 1, and then I come back to it and have to explain to my board why I put a particular number down. No matter how clear it was when I put that number down the first time, there have been times I didn't remember why. So I learned kind of the hard way that it's really important to identify those assumptions and to record them.

Also future performance is a guess. You are assuming that the service level, the number of people using your service is going to remain the same or trend to more people or increasing ridership, but that's really a guess. As well as budgets are best estimates. So sometimes we don't necessarily plan for obviously a pandemic, but there have been years when gas costs have skyrocketed and maybe there's a new fuel escalator that you're working with or you had an accident or incident and your insurance costs go up. Things like that that may be within or outside of your control. So that's why it's really important to identify that context for your numbers, what's your operating conditions when you came up with those results, how did you get there, and then to track that important information going forward.

So back to cost and price. So we talked about cost in terms of toilet paper, but really the cost ‑‑ total cost of producing your transportation services. So hopefully you have determined your fully allocated costs after module 1, and then the price is really the rate of payment. So whether this is what a customer is going to pay or what has been negotiated within your contracts with any of the partners that you have.

Cost can be in terms ‑‑ price can be in terms of the cost per trip, the per mile, per hour, or a combination of any of those. And it's usually set for a term of a contractor for the year of service, and overall the price needs to be equitable and understandable. So it's not just necessarily throwing a dart at the board and saying we're going to charge this amount. There's reasoning behind it.

For that reason, your costs and your prices are always going to be different. Or most likely going to be different. And the difference in those numbers is important when you're entering into contracts or negotiating agreements with other people. So knowing are you paying your fair share. It's important to recognize that different trips require different aims of resources to provide that trip. And what are things that can impact your cost overall? So volume of trips, vehicle conditions. If you have a vehicle that's older, you're going to probably have more maintenance on that. You may have a vehicle that's more fuel efficient than another, whether it's using diesel or gasoline. So those are all things that can impact figuring this out. Basically anything that you entered into your cost allocation model.

So one of the uses of fully allocated costs is to help determine the price of your services. Lots of things go into the consideration of how much to charge. Using the tool will allow you to create different scenarios to enable you to have a range of what you might be looking at for pricing consideration. So you may add or subtract different costs in order to get a range that can be used in negotiations or used when you're talking with the board or other partners.

You also want to consider the amount of subsidy you're getting, whether it's from a state, local, or federal source. The amount of service that's being consumed, whether it makes a difference if it's on or off peak service. How much time and administration does it take to carry out a particular contracted service? So beyond just the wheels on the road and the drivers, do you have authorizations you have to process in order to provide that trip or do you have an extensive billing process that needs to go through at the end of the trips in order to get paid for those trips?

Do you need additional capacity to meet the needs of whatever it is that you're doing? And then again, what type of service is it? Is it shared? Is it individual use? Is it just a regular service route, or is it some sort of higher level of service that you're providing?

Here is another time where I want you to answer into the chat or unmute yourself. So this is a scenario, and I want you to think about the scenario and think what would your response be or what's wrong with this picture? So the scenario is that your agency vehicle and you're with the agency in this scenario. You're at a local dialysis center and up pulls a vehicle from a local assisted living facility also delivering people to the dialysis center. Your agency offers to pick up those riders for their next treatment because you have some capacity. You have extra seats. They're thrilled because now they only have to pay the donation per your policy for their residents to ride on your vehicle. What's wrong with this picture? What should be considered as you're having these discussions with these assisted living facilities? Have you run into this before? I came up with this scenario because it's something that I had dealt with when I had operated a system.

So you can unmute yourself or you can type into the chat. I'll give you a minute to type. Like I said, you can also unmute yourself. And Jessica says you need to figure out what the cost per trip would be, and that's correct.

So from an agency perspective, how much is it going to cost to make that extra stop at the assisted living facility to board three more people or two more people on to the vehicle? To get them off of the vehicle at the destination? What other things might you think about?

One of the things that I relate to in this perspective is that as human service providers, we often want to do things because it's the right thing to do, and that's great. But there's also a business consideration to all of that. So in this particular scenario, this could be a missed opportunity to get revenue. So Jessica says if it's already on your route and on your way to dialysis, it may be okay to charge the donation only.

So if these people fit your service priority, it really could be legitimate that you just add them to their route.

John mentions that you may have a contract with the assisted living facility. They don't provide transportation to the local facility because they have contracts with others and they also can't transport seniors who have Medicaid in New Jersey. And that's a really big consideration as well. Is there a third party payer? And if there is, who is taking that service? In Wisconsin we have a statewide Medicaid broker as well. So if any of these residents of the assisted living facility, they maybe should be going through the broker instead of through our transportation.

Trina responds that to offer it ‑‑ right off the bat doesn't seem ethical. It would be important to discuss the possibility with the powers that be first and then reach out to the assisted living facility. That's a really great point. Is making sure you're talking to the right person. So is it really appropriate for drivers to be making this decision? Or who do you need to have in this conversation?

But some things you want to consider is, you know, certainly do you have a contract, will you have capacity constraints? Let's say they all of a sudden have five more people that need to go. You may have capacity constraints and not be able to provide that. Again, there may be a third party payer. And really you're not really recognizing or they're not recognizing the true value of your transportation service that you're offering. And that's what we're going to get into next. Thank you for the people responding in the chat.

Value. This is two high level broad types of value. Some of what we're talking about today, I mean, it's really grounded in business. We're just doing this kind of as a high level look at it, but looking at value in terms of actual value, so what it actually costs to provide that service. Something that hopefully you have figured out after the first module and then the perceived value, which really is what the customer or what your partners think that your service is worth.

We often think about if we offer something for free, people may not value that as much as if we even charge even a small amount or a small fee with our service. And that's because they perceive it differently if you're asking for money.

This is really important, because the difference between the perceived value and the cost is really an area of negotiation. So if you're perceiving ‑‑ if your partner or your customer is not perceiving that your system or your service has a high value, they might not be willing to pay for it. So making sure that you're really talking about your services in terms of value and not just as cost is an important component that we're going to get in next.

But the things that can impact this difference include such things as how much does that person or that partner value convenience? Or time saving benefits? Are they putting a high value on reliability? If your service has high reliability, they might value it more than if you're your rate is lower. Do they value good customer service and kind customer service and on time performance? And if you don't do very well in those categories, they may perceive your value as lower.

So it's really worthwhile to look at how people may value your service and then to create a value proposition. Again, this is a business term, and you likely have something like it. You may or may not call it a value proposition, but it's designed to answer why. Why should a potential customer want to purchase your service or ride your service?

We often advertise the what, so we provide transportation from here to there at this time and it costs this much, but we also need to communicate the benefits. We want to differentiate your service from other services that might exist, similar services or no service at all. So, you know, people may say things about your service, but what's the alternative? No service. So it may be important sometimes to point that out. And to really making the business case.

You might be thinking about okay, our value of getting people from here to there includes, you know, the wheels on the road, the drivers, maybe dispatch. But the other thing that you have as human service providers going for you is your connection to the people.

So these are other things that you provide of value to other people. You have connections in the community. You likely have a database of maybe vulnerable older adults or people with disabilities in the community. You have relationships with these individuals. You're used to providing person‑centered care. You have a dispatching service. Maybe you have information and referral. These are all parts of your service and why your value is more than just the cost of putting that vehicle on the road.

So you want to make sure your customer ‑‑ you're focusing on what the customer values, wants, and needs. Whether the customer is, you know, the everyday rider, the community member, or whether it's a partner that you work with. What problem are you addressing for them? Are you helping a healthcare facility to reduce no shows? Are you helping a grocery ‑‑ local grocery store get customers to your location? To their location? Are you reducing the personal carbon footprint of somebody who might use your service? There are different messages that you can relate to people depending on what you're tailoring that statement, what you're tailoring that value proposition to be.

It should be strong and compelling and easy to remember. And you want ‑‑ because you want them to remember you and to remember your service in a good way.

So I'm going to show you this. It's a shorter version of this Ted talk called Start with why by Simon Sinek. Some of you may be familiar, but it really talks about why and why making a difference and why starting with why is important. So let me just do a few clicks right here and get over to this video. Like I said, this is about five minutes. Then we'll have a short discussion after that.

I call it the golden circle. Why, how, what. This little idea explains why some organizations and some leaders are able to inspire where others aren't. Let me define the terms really quickly. Every single person, every single organization on the planet knows what they do 100%.

Some know how they do it. Whether you call it your value proposition or proprietary processor USP, but very, very few people or organizations know why they do what they do. By why I don't mean to make a profit. That's a result. It's always a result.

By why I mean what's your purpose, what's your cause, what's your belief? Why does your organization exist? Why do you get out of bed in the morning? And why should anyone care?

As a result, the way we think, the way we act, the way we communicate is from the outside in. We go from the clearest thing to the fuzziest thing, but the inspired leaders and inspired organizations, regardless of their size, regardless of their industry, all think, act and communicate from the inside out.

Let me give you an example. I use Apple because they're easy to understand and everybody gets it. If Apple were like everyone else, a marketing message might sound like this. We make great computers. They're beautifully designed, simple to use and user friendly. Want to buy one? And that's how most of us communicate. That's how most marketing is done. That's how most sales is done and that's how most of us communicate personally. We say what we do. We say how we're different or better and expect some behavior, a purchase or vote or something like that. Here is our new law firm. We have the best lawyers with the biggest clients. Here is our new car. It gets great gas mileage, it has leather seats, buy our car. But it's uninspiring.

Here is how Apple communicates. Everything we do we believe in challenging the status quo. We believe in thinking differently. The way we challenge the status quo is by making our products beautifully designed, simple to use, and user friendly. We just happen to make great computers. Want to buy one?

Totally different, right? You're ready to buy a computer from me. All I did was reverse the order of the information. What it proves to us is that people don't buy what you do. People buy why you do it. This explains why every single person in this room is perfectly comfortable buying a computer from Apple, but we're also perfectly comfortable buying an MP3 player from Apple or a phone or a DVR. But as I said before, Apple is a computer company. Their competitors are all equally qualified to make all of these products. In fact they tried.

A few years ago Gateway came out with flat‑screened TVs. They've been making flat‑screen monitors for years. Nobody bought one. Then Dell came out with MP3 players and PDAs and they make great quality products and they can make well‑designed products and nobody bought one. In fact, talking about it now we can't even imagine buying an MP3 player from Dell. Why would you buy an MP3 player from a computer company? But we do it every day.

When we communicate from the outside in, people can understand vast amounts of complicated information like features and benefits and facts and figures. It just doesn't drive behavior. When we communicate from the inside out, we're talking directly to the brain that controls behavior and we allow people to rationalize it with the things people say and do. This is where gut decisions come from.

Sometimes you can give somebody all the facts and figures and they say I know what all the facts and details say but it just doesn't feel right. Why would we use that verb. It doesn't feel right. Because the part of the brain that controls decision making doesn't control language. And the best we can muster up is I don't know, it just doesn't feel right.

Sometimes you say you're leading with your heart or soul. Those other body parts controlling your behavior and it's all happening here in your brain, the part of the brain that controls decision making and not language. But if you don't know why you do what you do, and people respond to why you do what you do, then how will anybody ‑‑ how will you ever get people to vote for you or buy something from you or more importantly be loyal?

>> Carrie Diamond: Soy really like that illustration because if you look at that in terms of transit, so what? We provide this transit service. How? We have these great classes enabled with Wi‑Fi. And then you say do you want to get a ride with us is less inspiring than if you would start with the why. Be part of transforming the transportation system in our community. Ride with our Wi‑Fi enabled technology on our buses to get you from, you know, two your work.

It really is a different way to turn around and message what we're doing. And is really important, because you will get some questions like this one when you're entering into contracts or when you're working with other people is that we're a public entity. We're a nonprofit. We shouldn't be making money or profiting. That's something they encountered when I was working for the aging and disability resource center. It's something that maybe you have encountered if you want to put something in the comments section.

So it's important to have kind of this elevator speech of why you're doing what you're doing in order for you to respond to questions such as these. And I bring.

This next human services commandments. As nonprofits and governmental entities, and human services in the public service realm, we often get caught up by these commandments. Initially these were titled the charity commandments, but the mindset is generally the same. We often operator are told to operate under the premise that thou shalt not use money to attract talented people. Thou shalt not waste money on advertising. Thou shalt not take risks with donated funds. Thou shalt not make investments to attract future donors with money that could go to the needy now. Thou shalt make sure that fundraising and administrative activities and costs are always the last priority.

This sounds almost ridiculous when you say them like this, because these tenants are opposite of what makes a for‑profit business successful. Yet often times our board members and our communities look at our services like this while also insisting that we act like businesses. It's really disingenuous message.

If you could put the link to the other Ted talk. We're not going to watch it now, but there is one from Dan Pallotta all about why we're looking at charities dead wrong and while you may be a governmental entity or you may be a nonprofit, it's really good messaging, because saying things like we need to invest in our services in order to make them better. I would encourage you, I think it's about 18 minutes long, to go ahead and look at that at some point.

We need to remember that any revenue that we're generating is not to be supplanting existing funding. It's expanding the services as planned as part of our vision plan or study. So this is something that you can respond with, but also do you have that vision of what your system could look like? You may have done a bunch of studies and done some planning, but has that translated into a vision? Again, it's not just the what, but the why. Because we're so often focused on today's issues that we fail to think of what could be and what should be.

Say if a few grant opportunity comes around or foundation funding, do you know how you will invest in that? So it's important to develop a plan to consistently improve services by reinvestment, continued feedback, and other changes.

If you intend to use a value proposition or return on investment to diversify funding, you want to make sure that you are evaluating each of your opportunities accordingly. And some of the considerations that you may have is does this particular service meet our mission? Why should you provide this service as an agency? Who is the service for? What's the target audience? Or is it to be a community service? Does providing the service allow you to do other things that you would not otherwise be able to do? Do you have the capacity? What will it cost? What are the perceptions of this new service? What's the perception of you working with a new partner?

This is all before the logistics of the deal. This is answering, you know, what is going to be your path forward and why might you be doing some of these things.

So kind of in with the visioning, this is an activity that I encourage you to look at or to answer in the chat or respond to, but it's really fun to use with your staff in terms of visioning and planning out your service. Write a headline of what you want your system to be. These can be crazy, but it's a way of generating ideas of what you may want to look like. So things like autonomous vehicles, pick up dialysis patients, residing over 30 miles away. Cars no longer allowed. Walking and biking and transit are so easy, everyone sold their cars.

You can see these are ‑‑ think of it in terms of headlines. And what might catch people's attention. Now, they may be kind of little outside of the realm of possibility for now, but it starts you talking and thinking about what really could be. Could there be a time or a place and we've seen this in the pandemic already where streets are being reallocated to be used for pedestrian means or for dining out. So it's a really fun activity that I would encourage you to do with your staff at some point. Things like street legal, wheelchair transforms into single occupancy motorized vehicle and gets 50 miles per hour. It's really kind of fun to look at some of those this way in terms of, you know, what are some of those wild and crazy ideas. So I would encourage you to do that with staff.

We've come up with ones like for data collection, about implants, people have an implant to track where they're going, a refrigerator magnet that calls a taxi by pushing a button. It's really a fun activity that you should try.

This gets us to our last piece. And it's framing the message. So now that you looked at your services, you may have your costs. You may have a new service that you're going to provide. And what you want to make sure that you do, the numbers matter, but the words you use also matter. So you want to be effective in getting your message across to your boards and your leadership and to your public.

Framing, and that's how we're going to talk about it, framing is the choice of what we emphasize and how and what we explain and what is left unsaid. It affects how people hear, understand, and act. And it takes into account people's values and their assumptions. And really it's important because we want to get people to look at our services, to look at things in a more productive way.

And for transit, I see this as a really important messaging, because so often the services we often ‑‑ we offer are stereotyped. That's the bus for the older people. That's the transit for only certain types of people. And how do we counter that effectively?

Here are some thoughts of that. And it seems to be pretty simple, but it takes some work. And you want to evaluate not only what you're saying, but in order of what you're saying. And there are a lot of tools at frameworks institute, so if you Google Frameworks Institute, they have a lot of tools. They do apply research on what messages actually resonate. So they give some of these suggestions.

Social determinants are a common thing we talk about in public health and aging, a lot of things. They suggest using a turn like foundations of community health. But even using that, do people understand what community health is?

Reframing collaboration into empowerment. Instead of starting with this urgency and fear, be aspirational and inspirational. And a really important place that you can even start with your framing is instead of the you and they need transit or you ‑‑ this service is for you or them or the older people, it's about us. It's about we. We all may need some way to get around when we're older. Or we may all need some way to get around if we have surgery or difficult walking.

And then not starting with what's wrong, but starting with what's true and what can be done. So in terms of, you know, things like we often hear we've had a historical underinvestment in transit of human services or public health. But concentrating more on why what we know, that transit is essential. It's been determined as an essential service. We need to do the hard work of redesigning our systems to transform to meet the needs of the 21st century.

So it's reframing it in a way that will move people to action. It's subtle sometimes, but even the you and them versus the we and us can make a significant difference in what you're saying. So here's one to look at. How are you presenting this information to your board and partners? Do you say things like we're at crisis level, we need to raise the rates to make ends meet?

How are people going to react to that? Will that reflect on your agency? Or can you reframe it in terms of this, to set the context. It's been determined that transportation is an essential service that continues to be vital during the pandemic and every day. We are in the unique position to make communities stronger in the toughest times doing the toughest work. The resources we need to continue to operate must align with our vision of the future and not leave people out.

That's a much different message than we are at crisis level and need to raise rates. You're leaving this open to people interpreting it. So you're at crisis level. Did you mismanage your service? That's where people might go if you have a statement like this. Whereas you need to fill in the context for people and to help them understand.

Other ways, you know, we often hear everyone needs to pay their fair share. They've been getting a free ride. But reframing that to connecting people, rebuilding systems and moving forward together, the world is changed and what we need to do needs to change. You can see it's a different type of message and that can be important when you're looking at new services or when you're needing to raise rates to make sure that you're getting your message across in the context that you want, because if you leave it open, people will fill in with whatever thoughts and preconceived notions that they have about your service or about people who might ride your service.

In summary, we looked at costs and price and that they will be different. You want to make sure that when throughout this process you also establish your value. Creating a value proposition. Your services aren't free. You allocate your costs and having that can help you to meet your mission by letting people know what the costs are, having that conversation with them.

If you produce revenue off of contracts, you have a plan at the end to reinvest that in your program and messaging that goes around them. You want to frame your message thoroughly because people don't always respond to logic and evidence and data and we use this a lot of times in transportation that personal stories can be really helpful in getting across what you need, what you want people to take.

This course was really designed to take you farther than just allocating costs to see how you can use that in your organization, outside of your organization, and to help you sustain your organization. It was a basic overview of some of these concepts like value proposition and framing and forecasting. There are full classes on these. But to alert you to what's possible and to get you to start thinking about where you may want to focus some energy going forward.

So next steps. I'm hoping as a result of this question ‑‑ of this course that you make allocating your costs part of your regular business and that it's done quarterly, annually, but on a regular basis that it becomes just part of what you do. That you can determine how you can apply what you've learned, whether it was what you learned around coordination or learned about framing. That you envision what's possible for your organization, that you go beyond what you're doing right now. That figuring out what needs to be done and what investments might be needed in order to get you there. And then framing your message and communicating your message intentionally with folks outside of your organization, even inside your organization and with the customers.

So the last piece of the chat before we get to the assessment is your takeaways. So what might you do as a result of the course? What might be some of the takeaways that you had over the three courses or if you only listened to one or two? What were some of the takeaways? You can either write it in the chat or if you want to unmute yourself, I'd like to hear from you on what are the important pieces that you heard throughout this three course module? I'll give you a minute to type. And I hope you're all typing.

It could be as simple as we, you know, I finally understand cost allocation or I learned a different way to allocate costs or learning about the CCAM and some of the resources that are out there and the resources that are coming. So I am really very interested in what your takeaways are. I don't have anybody in the chat box yet, so I'm hoping that you're responding, you're thinking about it and that you're typing. While people are typing, why don't we go on and launch the self‑assessment again.

Again, here are the questions. The value and cost should always be the same as a nonprofit or governmental entity. You do not need to establish a return on investment. And discussing the value, not just the cost of your service is very important for human services programs. So if you want to go ahead and answer those and we'll compare them to before.

Thanks, John, for your comments. He mentioned two things. Use the course to properly allocate cost but also use it to help explain what we do and why we do it to our decision makers and when we try to explain why we need our budget. And that was ‑‑ thank you very much. I'm glad you took that away, because that was some of what I wanted people to take away from this, some of the things I learned throughout operating a transportation service that I hadn't really started out with in the past.

You can respond to the self‑assessment poll and we can end that shortly. Thanks, Virginia, for your comments, that you learned things you never knew. If there's one thing in particular that you didn't know that you would like to put in the chat or unmute yourself, that would be helpful. Michelle, thanks for yours, understanding cost allocation, sharing information, what you learned, focusing on certain areas. The CCAM, coordinating council on access and mobility. Kristi, let's end the poll. So we had most everybody answering false as we did with the first time. And that answer is correct. The answer is false. They will not always be the same and they may not always need to be the same.

And then we had unanimous on 2 and 3, false and true. You are all good with that one because you really do ‑‑ should calculate your return on investment. So that one is false. It's really important to discuss your value.

A couple more comments in the chat. There are more reasons than most people know about and different ways to explain how to do cost allocations and reasons to use different allocations, and that is correct. You have received a resource guide with the last email and I encourage you to go there and resources that are developed by the National RTAB as well as the National Center for Mobility Management.

Thank you, Rhonda, for your comment. Considering you knew nothing about cost allocation before, I'm glad you took some things away. I think we shared that. We will go ahead and stop sharing.

I will open it up for questions if there are people that have questions. But Kristi, if you could put in the evaluation link in the chat, you will also get this in an email. But I would encourage you to take a few minutes to do the survey monkey even if you attended. It allows to choose did you attend one or all of the courses and to provide some feedback. I'd really appreciate that going forward so that when we develop courses we're taking your comments into consideration going forward.

Like I said, all course materials are going to be on the NADTC website in about a week along with the recording so you'll be able to go back through any of the recordings if you want to. And we really thank you for ‑‑ I recognize many of the names and you showed up for all three of the classes. I appreciate that and hope that you found it worthwhile. This is my contact information, so if you have any questions going forward for myself or for Carol, you can certainly contact me going forward. And thank you, Lisa, for the comment of using the real situations in the application process and the additional resources. So I encourage you to check out some of those additional resources. The CCAM webinar is scheduled for November 10th. That information is also in the resource guide that you can take a look at and sign up for.

So I appreciate everybody joining us today. If there are no other questions or comments, have a great day. Thank you for joining me. We'll go ahead and end the webinar. Thank you very much.