

Speaker 1: Welcome and thank you for standing by. At this time, all participants are in a listen-only mode. During the question and answer session, please press star one. Today's conference is being recorded. If you have any objections, you may disconnect at this time. Now, I'd like to turn the meeting over to Tara Nokelby. Thank you. You may begin.

Tara Nokelby: Hi, good afternoon. Thank you for joining us today. My name is Tara Nokelby, and I will be facilitating your webinar. Today we will be having Meredith Hanley from N4A speaking on national Title VI program survey serving tribal elders across the United States the 2017 report. There will be a question and answer session at the end of the presentation. At that time, you may press star one to open up your phone lines or please feel free to type in the chat on WebEx as I can read those out as well. At this time, I will turn it over to our speaker Meredith.

Meredith: Hi, good afternoon everyone. Thank you, Tara. As Tara mentioned, my name is Meredith Hanley. I am the director of community capacity building with the National Association of Area Agencies on Aging. You may know N4A, that's what we call it for short, is a non-profit membership association, and we represent the area agencies on aging across the country as well as serve as a voice in the nation's capital for the Title VI Native American aging programs. And our mission is really to build the capacity of members and our stakeholders so that older adults and people with disabilities can live with dignity and independence in their homes and communities. And so, what I will be talking about today, as Tara mentioned, is a new report that will be coming out very soon. It will actually be launched in September along, or shortly before, the ACL Title VI national technical assistance and training conference. And so today we will be sharing highlights from the new report. I will be highlighting some key findings from the report, as well as sharing ideas on hopefully how the data may be helpful. I am looking at my screen however, and it looks like the PowerPoint slides are no longer up. Does...Tara...is that...

Tara: I apologize. Norma [unintelligible] could you please press on myself or Meredith Hanley's name and make them the presenter. You just double-click or press right-click on their name and make them the presenter.

Meredith: And Tara if it'd be helpful, I could start to go through some of the first slides where they are a little bit less visually important. But let me know if you need to talk...

Tara: Yes, that would be great. I have somebody from ACL that's going to be assisting here shortly.

Meredith: Okay, so I will just keep going and then we can catch up with the slides once we get the AV issue resolved. So, just in terms of the agenda for the webinar, my presentation on the webinar, again I'll just be doing some brief background information on the new report that's coming out providing an overview of the survey. Now, some of you may remember the survey because it was disseminated to the Title VI project directors. And thank you in advance for anyone on the line who helped us by completing the survey and then reviewing the key findings and then of course we want to have some good time at the end for any questions and answers and discussion as well.

The survey and report was funded through the administration for community living. So, we worked closely with Cynthia LaCount and her team as well as our project officer for the grant Aaron Long. So, I want to give them credit for all their guidance and support throughout the process as well as the other folks that at the administration for community living who also weighed in and gave us guidance throughout the process. We've done these reports every few years so for any folks who've been working with Title VI for since before 2014 you may remember seeing a similar report that was published in 2014, as well as there was one in 2009. Now, this new report isn't on our website yet, but it will be in September, and you can find it at our website which is www.n4a.org.

The goal of the survey and report is--well there are several goals, but first of all to really better understand trends and directions and needs of Title VI programs across the country. Another goal is to

be able to have the data and have information to better share and effectively share the story of Title VI programs with policymakers and decision makers at all levels, so it could be nationally, it could be at the tribal council level, it could be with other funders or decision makers that you all are connecting with. We always try to make the surveys as much as possible simple, as short as possible, and also meaningful. So, it's always kind of balancing walking that fine line between getting enough information to make the report really helpful, but hopefully not having it be overly burdensome. And I'm sure the survey did take quite a bit of your time, so again, thank you in advance for everybody who did do the survey.

Tara: Meredith, you should have full control now.

Meredith: Okay. Let's see. Did you? I see that I have control, but I don't see the slides, unfortunately.

Tara: That is weird. I definitely still see

Meredith: You see the slides, by chance?

Tara: I do.

Meredith: Should I pass it back to you, possibly? And you can advance the slides for me?

Tara: Yes, that would be great.

Meredith: Okay, let's try that. I'm changing you to presenter.

Tara: Okay.

Meredith: And then if you could advance to slide 5?

Tara: Okay.

Meredith: Okay, let's try this.

Tara: Do you see it now?

Meredith: I do.

Tara: Okay, perfect.

Meredith: Okay. And keeping on the note of goals for the survey and report, another goal was to complement, not duplicate, other existing efforts particularly those at the Administration for Community Living. We know that you recently submitted, I think it was in December 2016, a needs assessment information. I know ACL also has a new evaluation initiative related to Title VI, so we tried to make sure this was unique and different. As well as unique and different from the Triple A survey that we do on approximately the same timeline as the Title VI survey. So, we just like we do the Title VI survey every few years, we also do a survey on area agencies on aging every few years. But we, one thing that we spoke with Cynthia about this year and really her guidance was the Title VI survey and report needs to be unique and different from the Triple A report. The questions shouldn't match one-to-one because Triple A's and Title VI programs have their own unique needs and dynamics. So, we really worked on refining the survey this year.

Okay, next slide. Thank you. And so, in terms of how we think the survey report will hopefully be used, and this is how it's been used in years past and we think it will be on a similar track this year. But we've heard from other Title VI directors that you have used [unintelligible] data in meetings with perhaps your tribal council, councils, or to back up requests for funding or other support. N4A, my organization, has certainly used survey data to advocate for funding on behalf of Title VI programs, and we know the administration for community living also uses data from this survey and report to provide to target their assistance and training and support efforts.

Next slide. And just one success story that I wanted to share--and who knows, maybe we'll be able to mimic it using data from the new survey and report--but [unintelligible] fifteen N4A shared Title VI survey data with congressional leaders. And with the data, we helped to secure funding increases for Title VI Part A and Title VI Part C as well. And pretty significant increase of five million and 1.5 million as well. So, we know there's always more need out there, but we were pleased with those efforts. Of course, we didn't do them alone, but we did think it's an example of how having data can help with advocacy and funding requests.

Next slide. And as I mentioned, one thing that we focused on this year was in really working close with folks like Cynthia LaCount was are we asking the right questions, are we asking them in the right way, are we all interpreting the questions the same way, so when I look at the question, is somebody else, you know a Title VI program director understanding the question the same way because that of course helps us when we then come back to analyze the data. We did get input from about I think it was ten Title VI directors once we had a good draft of the questions. So again, thank you to anybody on the line who was involved with us at that stage because that was a really detailed process where they those directors walked through each question in the survey and basically completed the survey to help make sure it was a good tool. And then we also had a focus group at the LTSS conference in November 2016 to further refine and finalize the survey.

Next slide. So, we sent the survey to I believe 268 Title VI grantees. We did get a good response rate which is so important with these surveys because, you know, if we get a low response rate under 60%, it's really hard to call the data representative, and so the data here we did exceed our minimum response rate. So again, thank you for everybody who did the survey. It was a mix of open-ended questions as well as multiple-choice questions and checkboxes, and we were really, really pleased with the time people took to respond to the open-ended questions in particular. And we actually ended up anonymously highlighting some of the comments in the survey report as well. But the survey was electronically disseminated. We did mail hard copies for folks who needed that.

Next slide. And we also worked with two survey consultants, which some of you probably heard from, possibly multiple times as they did their outreach. But, we worked with them to help us get that good response rate so we could make sure that the report would be a good one, and they could also offer assistance with completing the survey or if there were specific questions about a particular question, they were able to help with that as well.

Next slide. And this is just a list of some of the survey topics. So, next up I will be digging in this some of the data, some of the hopefully interesting numbers and stories that we got through the survey. But, it covered things like services, and staffing, and partnerships, and programs, elder abuse evidence-based, and funding levels, and training and technical assistance.

Next slide. And you can just click on to the next one, Tara. Okay, so now I will start to dig in to a little bit more data from the report. There is a lot of data in the report, and I've highlighted a lot of it in this slide and upcoming slides as well. But that said, there is a lot more context in the report in terms of descriptions of some of these charts and figures and why we ask certain things the way we did. So, definitely once the report comes out, I hope you check it out. But, this section I'll just be talking about structure and staffing. And we start with structure questions just because each entity is a little bit different. So, while you of course know how you're structured and administered, you might not know

how that looks across the whole country. So, we did find that the majority of Title VI grantees, and this isn't in this particular pie chart, but the majority of Title VI grantees are individual tribes and the remaining are tribal consortia at about 17%. The Title VI grantees that are individual tribes are actually about 82%. And in terms of where the Title VI funds are administered within those settings, half are administered in independent divisions—technically 49%, almost half—followed by social service departments at about a quarter, and independent non-profits at about 15%. And then you'll also see a few percentage points for health department and other. We also heard through the survey, there was a question on Title VI specific advisory boards, and one-third of Title VI programs reported that they had a Title VI-specific advisory board as part of their structure as well.

Next slide. So, this slide shows staffing, staffing trends really. We asked about staffing trends in Title VI programs to provide more context on how programs are administered and implemented. In the top table there, you'll see that there is a lot of variability in the length of tenure of Title VI directors. So, it goes anywhere from somebody who was brand new, .1 of a year, to somebody who's been with the program for decades, 37 years. The median was 4.6 years in terms of tenure, how long the median Title VI directors held their position. We also asked about how many Title VI directors has your program had in the last 5 years. The median there was 2, but the range was 1 to 6. So, there were some Title VI programs that had quite a bit of turnover. And we know these are big jobs. And when the position is turning over that frequently, we know there's a lot of training and retraining needs that come into play. We also asked about, within the positions, how the Title VI director positions look. So, we asked about is your position full-time. The answer we got through the survey was approximately 93% of Title VI directors are full-time employees, but their full-time employment isn't necessarily fully with Title VI. They, 78% reported that they spend time on non-Title VI activities. So, that might be, and what we asked about in the survey was examples of how they're spending their time on non-Title VI activities or managing other grants and contracts, managing other departments or programs, perhaps managing senior centers or tribal housing complexes. And within the Title VI role of the directors, 83% of Title VI directors told us that they spend time on activities other than management. So, Title VI directors are doing things, and this is probably just part of your everyday life, but doing direct service, doing other non-managements activities. So, you might be doing administrative work, assisting with kitchen and meal duties, transporting clients, providing case management. Those are all examples we heard through the survey that Title VI directors are doing beyond your normal, or beyond the director-level activities that are inherent in you director-level position.

Next slide. And this kind of gets at how many staff do the Title VI programs have beyond the director. The average Title VI program has approximately four full-time staff, approximately four part-time staff, approximately four volunteers. When you look at median, that middle column, it's a little bit lower. And then when you look at the range, you'll see that some Title VI programs don't have any full-time staff or maybe they don't have a part-time staff beyond the Title VI director. So, the ranges are quite wide for each of those areas as well. And Title VI directors in the survey, we also asked about which roles Title VI staff fulfill as part of their job responsibilities. Knowing that Title VI programs have small staff, we know most of these instances are really staff covering more than one role as part of their position. But, you can see some of the most common roles are meal preparer and server, information and referral specialist, folks who do intake assessing or screening, and so on.

Next slide. Again, given the range of, the broad range of responsibilities that Title VI staff fulfill that we saw in that role slide just there. The survey also asked about training that staff and volunteers of Title VI programs receive. So, this chart shows trainings where at least one staff or one volunteer received the training in the Title VI program. So, you can see that food safety is very, very common. Menu planning, transportation, abuse, neglect and awareness. Other at the very bottom was pretty high. So, that 44% of folks that responded to the survey said they do other trainings beyond what we had listed. And those included things like training on grant requirements, training on CPR and first-aid, and fire safety actually was another common one that we heard about.

Next slide. And this is just an example. In the report, we did try to not just report numbers. And, of course, in the report it's not just the charts that I'm speaking from, the charts and the tables, but there is a lot of narrative description too. But, we really wanted to, as much as possible, have the report reflect the voice that we heard through the data. So, where we could we included anonymous quotes from the open-ended questions. So, in this section in terms of staffing, we heard folks say things like "turnover is very high in my program, there aren't wage increases", "the current staff cares about the aging population, but also have families to support". So, talking about the commitment of staff, but also the very real challenges that are faced. And the next quote is really about the need for more staffing, "Currently we have two part-time staff to work with a hundred elders. The communities are located miles apart. More staff would mean more services to elders."

Next slide. And we can go to the next slide. I'll be talking about programs and services next. So, in terms of areas served by Title VI programs, probably no surprise here, but most Title VI programs serve rural geographic areas. So, 69% of the survey respondents told us that was their primary geographic area. Nineteen percent of Title VI programs say they serve a mixed area. So, that's kind of any combination, whether it's rural and frontier or rural and suburban, you'll see that very few Title VI programs reported serving only urban or only suburban areas. And within that 19% slice of the pie, the most common variation that folks reported was that they serve a mix of both rural and frontier areas.

Next slide. Given the information on the last slide, knowing that Title VI programs serve rural and frontier areas, we wanted to get a little more information on the challenges that entailed in terms of time and transportation options and staff time. And so, these questions really get at that. We asked about the farthest distance the Title VI programs travel to provide services and the longest trip in terms of time. Our thought going into it, and I think it is reflected in the data, but also when we'd been talking with Title VI directors depending on environment and terrain, even relatively short distances can take quite bit of time to cover if the location can only be accessed by snowmobile or all-terrain vehicle or maybe it's not accessible by road, maybe it's accessible by plane only. And you do see with the ranges, they are really quite wide and broad up to 700 miles at the top end and 7 hours at the top end of the other chart. Again, these numbers in these tables here reflect one-way distances and they reflect the farthest distance and the longest time that Title VI programs told us that they need to provide services.

Next slide. We also asked kind of in the same vein but to better understand service delivery in remote areas, we asked what type of transportation do you use to provide Title VI programs, Title VI services in remote areas. And you'll see the most common responses were definitely vehicles like a passenger van, that was most common, followed by a car, 36%. Quite a few Title VI programs reported using four-wheel drive vehicles, and then you'll see smaller percentages of programs told us that they use the more alternative types of vehicles, planes, ferries or boats, snow machines, and all-terrain vehicles about 4%.

Next slide. So, we again have an open-ended question on geographic challenges, and just to share a couple comments that we thought were interesting. One person said, "A large portion of the funding we receive is used on freight, just to get the groceries to the Title VI cooks in the rural communities. It is also difficult to find the additional funding to fly employees in and out of villages for training." And another person said, "Our program is challenged by vast distances over sometimes primitive roads and often treacherous weather. Many of our elders cannot travel to a congregate meal site, and so we deliver to their homes. Transportation is a very big challenge." So, I'm sure these are realities that many of you are living every day. We wanted to put a voice to them in the report so that other stakeholders or policymakers, decision-makers who are maybe less familiar with the day-to-day life of providing services in Indian country really get a good flavor for what it's all about.

Next slide. And knowing that most tribes need to supplement Title VI funding to help address the really vast needs of American Indian elders in their communities, we asked survey respondents to share services available in their communities for tribal elders and we asked whether those services were

funded fully or partially through Title VI or through non-Title VI sources. So, the table you see on your left is those services that are funded fully or partially through Title VI funds, and how many folks told us that they provide those services. And then the table on the right shows tribal elder services funded through non-Title VI sources. Again, how many folks told us their community has those services. So, in the left table with Title VI funds, you'll see that it really does align with the Part A and C of Title VI. So very common sources, of course, are congregant meals, home-delivered meals, information and referral, caregiver support, as well as some other activities, such as friendly visiting or senior center activities or special events. Transportation was pretty common. And then through non-Title VI sources, you see things like blood pressure checks and blood sugar checks and disaster and emergency preparedness. Mental health services as well and elder abuse services were common in communities but often through non-Title VI funding. So, that's just a highlight. There is a lot more data in the report as well on types of services.

Next slide. We also wanted to better understand unmet needs, not just services that are in existence, but where existing services aren't able to meet the current demand or need for services. And so, the top services where folks told us they had a significant, or at least some unmet needs, related to money management, related to home modification, chore assistance, legal assistance, as well as dementia awareness. And I won't read the full list, but again there's this and more information in the full report.

Next slide. And we also asked programs to share what they were proud about related to their services. So, in just one example, one person said, "We're proud of providing congregant meals to our seniors who have limited incomes and who can't afford three meals a day."

Next slide. Thank you. Another section of the report was on elder abuse. We know elder abuse does occur in Indian country just like it does elsewhere in the country. Risk factors for elder abuse can be low social support, diagnoses of Alzheimer's disease or another dementia, experience of traumatic events, functional impairment, and poor physical health can all contribute to the likelihood of an elder facing elder abuse. We did find that data on actual incidences of elder abuse was pretty scarce. But, in general what we found was that, and this wasn't data through the survey, just through independent research we were doing, that American Indian elders and communities are no less likely to experience abuse than any other community. So, that's kind of the context for why we dug in to this a little bit more in the survey and in the report as well.

Next slide. Okay, I'll just go ahead. But, you'll see a table soon, chart soon on elder abuse prevention and intervention services. Of the respondents to the survey, 84% of folks told us that they offer at least one elder abuse prevention or intervention service in their community. Go back to slide 28 actually if you don't mind. Yep, there you are. And again, we found the elder abuse services were primarily funded through non-Title VI funds. So, 67% of these services were funded through non-Title VI. Seven percent of programs reported service being fully funded through Title VI, and 25% reported services partially funded through Title VI. The most common elder abuse services you'll see on the slide. The very most common was community education and training and awareness. And then that was followed by investigations of abuse, as well as case management and activities like legal assistance, financial abuse prevention. Also, short-term emergency services and so on.

And I'll have you go to the next slide. And we also asked about elder abuse codes. Some tribes have established their own civil or criminal codes. Criminal codes would establish legal authority to penalize those who commit elder abuse and civil codes would address issues such as financial, medical, other needs of abused elders. Of the grantees responding to the survey, 33% of the respondents did indicate that their tribe has its own elder abuse code. And we also asked about elder abuse coalitions or protection teams. And that is an elder abuse coalition, how we defined it is a group of individuals or service providers that come together to address, prevent, intervene in cases of elder abuse or neglect or exploitation. And the most common types of members of these teams are members such as law enforcement. That was most common. Members from elder services units. That was 66%. Adult protective services, elder advocates, Title VI staff as well as elders themselves.

Alright, next slide. Thank you. So, we also had a section in the survey that gathered information on recordkeeping systems within Title VI programs to better understand overall infrastructure and kind of the IT systems that are in place within the Title VI programs and units. Of those programs that keep individual records, Title VI programs kept an array of information really, and that's what you see in the orangish table in this slide. So, collecting contact information is very common, of course. That's no surprise. As well as collecting emergency contact information, names of other people in the household. But then you also start to see more clinical information. So, the ability of the individual to perform their activities of daily living, or 72% of respondents told us they collect information on dietary needs, and 70% of Title VI directors said they collect data on overall health or diseases. Again, more information in the full report. But those were some of the most common areas. And we also asked about what systems are used to collect this information. So, the most common system was a combination of mainly paper-based but some electronic. And then the next most common was paper-based only, paper-based system. And then third in line was a mainly electronic system but some paper recording mixed in as well. And there was just one tribe that reported that they have an electronic-only system for recordkeeping.

Next slide. And we also asked about unmet needs related to IT and infrastructure. Because we understood that many Title VI programs operate in rural and remote areas and often with limited funding and staff support, the purpose of this question was to better understand some of the most pressing challenges that Title VI programs face in delivering services, specifically in regard to their IT and overall infrastructure. So, we heard that computer literacy from staff was a challenge, significant or some unmet need. That was the highest ranked. Lack of vehicles to provide services. Cell phone reception was a challenge. Having the right computer software came up at 60%. And then challenges with poor roadways or having sufficient computers and cell phones were also commonly reported.

Next slide. And again, what we heard from the open-ended responses were things like this: "The senior centers that provide Title VI services are located in remote areas where it's difficult to travel. Most unpaved roads are not passable during rainy or snowy days as the roads are clay and mud, which makes travelling not possible. There is no Internet or cell phone tower accessibility due to the remoteness of the reservation area." Somebody else said, "We have three vehicles to use, but two have been in the shop. With the outreach, we are trying to do, transportation has been a major problem."

Next slide. Now, I'll be speaking a little bit about partnerships. Thank you. So, one thing that we wanted to flesh out a little bit more is the types of formal and informal partnerships that are in place to assist with the service delivery really and meeting the needs of elders in Indian country. So, the data in this table reflects both formal partnerships so those might be partnerships that involve a contract or a compact or a tribal resolution of some sort. An informal relationship might be based on exchanging information or client referrals. We, the average Title VI program told us that they have 19 partners and the range was from 1 partner to 23 partners. And you'll see the most common partners that folks reported in this table. So, the most common was Indian Health Service. The next most common was area agencies on aging. Tribal health departments, tribal healthcare, tribal housing, adult protective services and elder abuse also ranked really high.

Next slide. And at N4A we were curious about the partnerships between Title VI and area agencies on aging. Ninety-three percent of the Title VI directors did say that there is some type of partnership between the Triple A and their area and their Title VI program. The most common example of the partnership was attending meetings and events together. So, that's not a particularly active partnership in those examples, in that example. But you start to see a little bit more active with the second response down: Triple A's provide services in our community. Fifty-two percent of respondents to this question said that that happens in their community. Forty-two percent said we exchange information about the elders we serve. Forty-one percent said we receive training from Triple A's. I thought it was interesting further down: "We act as mentors to our local Triple A's." Twelve percent of Title VI programs said they do that and 8% said we provide training and education to the Triple A's as well. So, you see a range of types of levels of involvement in this table here.

Next slide. You can go to, I guess two slides down to slide 38. Perfect, thank you. We know that nationally healthcare entities are more receptive to new partnerships that help to address social determinance of health. So, healthcare entities, insurance companies, hospitals and the like, are looking at non-profit partners, community-based organizations, groups like Title VI programs to help keep elders at home and reduce healthcare costs. So, we asked a couple basic questions about involvement in this area. And we did hear from respondents that the majority--66% said that they would like to know more about how Title VI programs can bill Medicaid for services. In general, there wasn't a lot of Title VI programs that reported that they currently bill Medicaid for home and community-based services. Only 9% said they do. Seventy-nine percent said they don't, and then there were a few folks that just weren't sure if they were doing that. But there is interest in learning more about it. The most common areas of specific interest around this were how services could be billed to Medicaid, how to become a service provider, a Medicaid service provide. And just really specific questions about how the billing would work as well.

Next slide. And we know the aging population is growing, so that really points to the need for financial stability of agencies serving elders across our country. We've heard from Title VI programs that federal Title VI funding is limited and doesn't really wholly support Title VI services or the needs of elders in your communities. So, this chart helps us gather information on what the average budget looks like, but also how other funds are needed to support elders in your communities. How it has to go beyond Title VI because it hasn't been enough.

Next slide. This just shows how Title VI programs are responding to funding constraints. We asked how, we asked the Title VI directors in the survey, "How are you responding to funding constraints over the last two years?" And these were some of the most common responses that we heard: In terms of funding, requesting additional funds or support from the tribe, that was 54% of folks told us about that; exploring new funding opportunities, 40%; unfortunately, under services and staffing quite a few folks told us about needing to reorganize the program or cutting or eliminating staff training, increasing caseloads, instituting waitlists, eliminating salary increases. So, you can really see the impact of tight budgets the programming and services for elders.

Next slide. And again, just a quote from one of the open-ended questions: "Our elders are getting more and more frail. They need all the help and assistance available. Without proper funding, this is an impossible task."

Next slide. And yep, go to the next one. So, again we did ask about training and technical assistance. Where is there the most need for support in this way. And resource development was the very most common one with 52% of folks telling us that was there most critical training or technical assistance need, followed by understanding the long-term services and support system. And also support for new directors, having Title VI program basics and new director training. And learning more about Medicaid was common as well. So, I think you can see that the training and technical assistance interests really kind of tie back to some of the other points that I mentioned earlier.

Next slide. So, just to highlight a few quick takeaways, and then we can go into any Q and A or thoughts that you have. Tribal communities of course provide services and support that elders need to live safely and with independence in their homes and communities. Title VI programs noted that their strengths included your dedicated staff, your ability to provide quality services to elders in need, your ability to overcome challenges to deliver services, and sometimes very challenging circumstances. The challenges did include the vast distances; IT challenges such as lack of Internet access, cell phone coverage, appropriate equipment, and addressing the many needs, and complex needs, of elders with these limited resources.

Next slide. No surprise. The majority of Title VI programs serve a rural or remote program so there are challenges providing services over a large land area or rugged terrain. Service delivery sites may be hours from the program center. That can lead to increased costs for providing services. Many Title VI

programs operate with limited staffing, and while many Title VI directors are full-time, we heard that a lot of you all are splitting your time between Title VI activities and other responsibilities.

Next slide. And most Title VI programs offer at least one elder abuse service. Not necessarily funded through Title VI, but they are available in the communities. The most commonly reported unmet service needs relate to money management, home modification, chore assistance, and legal assistance.

Next slide. And in terms of how the data can be used, and again the full report is coming out soon. We hope you take a look at the report once it's available. If you're going to the Title VI conference, we plan to have hard copies of the report available there. But ideas for how the data can be used perhaps benchmarking services and initiatives seeing how your Title VI grant compares to others across the country. You may see new opportunities or ideas or ways to fund new services through the data. It might be helpful when you have to prepare reports or do presentations or pull together grant applications, or for meetings with other stakeholders that you're involved with.

Next slide. So, as I mentioned, the report is launching in September. So, just a couple short weeks away. Hopefully, this sneak preview has been a little bit helpful or interesting for you all. Again, we do plan to have hard copies of the report at the Title VI conference. In September, there will also be another session where we'll be able to highlight this survey at the conference. So, if you're attending, we hope to see you at that session. Sandy Markwood, will be the CEO of the National Association of Area Agencies on Aging, will be attending and presenting there.

Next slide. So I just wanted to open it up and the ten or so minutes that we have left and see if there are any questions or comments on anything that I touched on. If you have any ideas for, I'd be particularly curious if you have any idea for how you might use data from the report. If there's anything that seems particularly helpful or not helpful. If there's anything that seems particularly interesting or surprising, or if you have any questions that I can try to answer. And thank everybody for listening.

Operator: Thank you. We will now begin the question and answer session. If you would like to ask a question, please press star one. You'll be prompted to record your name. To withdraw your request, please press star two. One moment please to see if we have any questions or comments.

Meredith: And again, if you would like to chat it in the WebEx chat, I would be happy to read that out as well.

Operator: And again if you do have a question or comment, please press star one and record your name when prompted. Again, please press star one.

Meredith: I know it was a lot of information that I covered very rapidly today. If you have any questions, of course feel free to chime them in now. I would love to hear them, or any comments. But certainly, you can also reach me after the call as well. My contact information will be posted on the last slide, so certainly if you don't have a question now but think of one later, we would love to hear from you. Then, certainly if you come to the Title VI conference, we'd be happy to have more conversation with you there as well. But I know this was a lot of information to cover, and probably a lot to absorb and hopefully when the full report is available you can check that out and peruse it as well and see if any questions or comments come up then.

Operator: [unintelligible] No questions.

Tara: Alright, and I don't see any questions here as well. Again, if you would like to contact Meredith, her email is right up on this screen. Please feel free to reach out to her. And thank you everyone for attending today. And Meredith, thanks so much for your presentation. It was great.

Meredith: Okay, thanks so much. Have a good day everybody.

Operator: This concludes today's conference call. Thank you for participating. You may disconnect at this time.