

Operator: 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 and record your name as prompted. Today's conference is being recorded. If you have any objections, you may disconnect at this time. I would now like to turn today's meeting over to Tara Nokelby. Thank you, you may begin.

Tara Nokelby: Good morning. Thank you for joining us today. My name is Tara Nokelby and I will be facilitating your webinar today. Today we will be having Chrissy Hudgins and Kristen Robinson with the Administration for Community Living/Administration on Aging speaking on accessing your Title VI status. 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 line. We also have a chat in WebEx, so if you prefer to type in your questions, we will address those at the end of the presentation. So first off, I will pass it over to Chrissy.

Chrissy: Hi everyone. My name is Chrissy Hudgins and thank you for joining us today. We would like to thank Cynthia LaCount and Kaopek for inviting us to speak with you. As Tara said, Kristen and I are part of ACL's Office of Performance and Evaluation and we love data. Today, we are going to talk about how Title VI programs can access their data. So, as I said, my name is Kristen or Chrissy Hudgins and I am a social science analyst in the office of Performance and Evaluation, and my colleague Kristen Robinson and I are excited to talk to you today about how to use ACL's aged system and access Title VI data. Today we'll go over the Title VI data collection process, what types of data ACL collects from Title VI, the purpose of AGID, and then we will go through how to access Title VI data specifically. And also, we are going to touch on how to access some census data for reservation trust lands. As Kristen and I walk through our slides about how to access this data, we encourage you to pull AGID up and you can see the website right there www.aged.acl.gov. And see if you can follow along with all of the steps that we are going to take. And please make sure that you keep track of any questions that you may have. So, our number one goal is for you all to understand how to access your historical Title VI data. We have data for most of our Title VI programs going back as far as 2002 on AGID.

We'll explain how to get your data, and then give you some examples of what you can do with your data, particularly around trend data so that you can see patterns in your program over the years. And one of the reasons that I wanted to do a webinar on this is that I attended a webinar done by Elena Sik for a CMS group and she had all of this great information and she was using AGID data and she was making amazing charts and you know showing people how they can show how much work they are doing, and that they need more funding. But didn't walk anyone through how to actually get that data, and having been an AGID user, I know it's not always super easy, so we are literally going to take you step by step how to get your data.

So, the general steps in the data collection for Title VI programs and their PPR or program Performance Report are that Title VI programs submit their data to ACL and then regional and central staff review the data. Data is then certified as accurate so that during this process basically someone will look over the numbers to make sure that they are keeping with data from previous years. Basically, to make sure that the data makes sense. So, for instance, if there is a really sharp increase or a really sharp drop to make sure that that is on purpose and not just a clerical error of adding in an extra zero. Once that PPR data is certified, those numbers are uploaded into AGID. Now, this last part of uploading data into AGID can sometimes take a little while. For instance, I know that all of the 2015 PPR data has been certified. It's just waiting to be uploaded into AGID, and we hope that that will take place in the next few months or so. So, with regard to the types of data collected in Title VI PPR--and I know you are all familiar with it--staff information, such as the number of full and part-time staff that you have, the nutrition services, how many individuals you serve congregate meals to, how many total congregate meals you serve, how many individuals you serve home-delivered meals to, and how many total meals you deliver to homes. Other sections under Nutrition Services include how many hours of nutritional education are provided in a year and how many hours of nutritional counseling are provided in a year. For caregiver support services, you currently report on how many people you serve by providing

information about available services with assistance and getting access to available services, and how many people you serve with individual counseling, support groups, and caregiver training.

With supportive services, you all report on the number of people you provide information and referral and outreach to, how many hours of case management you've done, how many one-way trips you have provided, and hours of in-home service provided. You also provide information on hours of legal assistance, such as performing legal and financial transactions on behalf of an elder, and the number of contacts for ombudsman services. Ombudsman services being investigating and resolving complaints made by or for older Indians residing in long-term care facilities. And last but not least, you report on the number of hours for health promotion and wellness activities among other services provided.

Kristen Robinson: Okay, thanks Chrissy. This is Kristen Robinson and I'm gonna start with the steps on how to access your data in AGID. So, this is a screenshot of the website we're going to be talking about today. AGID, which stands for Aging Integrated Database, is a data warehouse with more than ten years of data on older Americans programs and services, as well data from the Census Bureau. The data in AGID focuses primarily on the population aged 60 and over and can be viewed directly from the website or downloaded for further analysis. For this webinar, we are focusing primarily on the Title VI grantee program performance report data and Census Bureau data on reservation land trust tribal organizations.

There are four ways or paths to access the Title VI data in AGID and they are listed in the tabs towards the top of the webpage and circled in green. They are Data at a Glance, State Profiles, Custom Tables, and Data Files. Each path provides a different way to access the data. It just depends on the format you need for your work. The first path we are going to look at is Data at a Glance. This is a tool for generating quick estimates that can be viewed in table form, as a map, or as a chart or graph. It is designed to examine a single data element at a time. In this screen, you can see that once you click on Data at a Glance, the different Administration on Aging and Census databases are shown. You want to scroll down and click on the Title VI services by tribal organization link. Now I know there's a lot going on with this screen, but for Data at a Glance what you do for step one is you pick the year of data you're interested in. I picked the latest year of data available, 2014, but as Chrissy said, 2015 should be available hopefully within the next few weeks. Step two, you pick the data element you want to see. In this example, I clicked on first Clients, then Nutrition Services, then I get to Congregate Meals. The data that I'm looking for--the number of clients receiving congregate meals--automatically shows up in the map function with the state shaded according to the scale beneath the map. In this example, you can see Oklahoma has the highest number of congregant meal clients because it's shaded in dark blue. You can also see the data as a line graph, bar chart, or data table. Once you decide how you would like to view the data, you can click on the save button in the upper side of the screen. Step number three, to save the data either as a map, line graph, bar chart, or table. And this is just an example of the type of table that you would receive. [unintelligible] You could look at this table to get the information you need and then not download it or you could download it to put in an Excel file. Okay, the second way to view data through State Profiles, that would be the second tab--well, I guess the third if you count Home--on the top. When you click on State Profiles, this is the map you'll see. It shows all the state units on aging, area agencies on aging, and tribal organization locations. For this example, I've picked Alaska. I clicked on the word Alaska in the list of states below the map. You can also click on the state you're interested in and get to the same place. Since Alaska is a single planning and service area--PSA state--there is no triple A location, just a state unit on aging and tribal organization locations. When you click on one of the symbols on the map, you get the name of the organization and the address for that location. There is one additional piece of information you can get for Title VI data from state profiles. The number and amount of Title VI grants by state. If you look at the menu on the left [00:11:20] under Comparisons, there is one labeled Part C. Title VI grants in states. If you click on that, you get to this page. In this example, I chose to compare Title VI grants in Alaska compared with Title VI grants in the US which includes territories for 2012, 13, and 14. You can see in 2014, Alaska had about 17% of all the Title VI grants and received about 13% of the total Title VI allotments. You can compare any two states you're interested in for any years between 2006 and 2014.

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The third way to access data is through Custom Tables. Custom Tables allows you to use a step-by-step process to select only the data elements that you want and then to reassign your results based on demographic stratifiers or geographic locations. In addition, multiple years of data can be selected to analyze trends across time, data can be grouped by year or geography, and simple sorting tools have been incorporated to rank individual data elements across both time and geography. This path provides detailed information for each tribal organization and is likely the way you will find the information most useful to you. So once again, when you get to Custom Tables, you'll scroll down and you'll want to click on Title VI services by tribal organization. And then this is the next page you'll see, the next webshot. For step one, you want to click on the year or years you're interested in, and then step two you click on Next on the right side. I picked the most recent year of data, 2014. That brings us to the Data Elements page. Step one, you pick the topic you're interested in. I clicked on Units, then Nutrition Services, then Congregate Meals. Then, you click on Next, which brings us to the Geography page. So for this page, I clicked on All Tribal Organizations. And then for step 2, you pick the state that you're interested in. And in this example, I picked all the tribal organizations in Arizona. Then, you click on Next. And now you get your results. On this screen, you can see the results, which list in tabular format, the year, geography group, tribal organizations, and number of congregant meals. If you want to download this table, you click on the Save button, which is on the upper right side of the page, and you can download it as an Excel file or CSV file. This is just a quick example of what it would look like in an Excel worksheet. And then I spent a little bit of time formatting the table in order to create this bar chart. It's easy to see that in 2014 the Navajo Nation served over 30,000 congregant meals to their tribal elders. This is the largest number of meals served in Arizona.

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Now, I'm just going to look at two examples of how Title VI data can be used by the tribes. I'm going to show you a few charts I created using Title VI data in AGID. I used real data, but I did not identify the tribal organizations. If anyone is interested in learning how to access your tribal organizations data, we are happy to work with you to show you how to do it. There is contact information at the end of this presentation, which you can use to contact us. For this example, I went into AGID and downloaded to an Excel file the number of nutrition and supportive service clients for a certain tribe X between 2002 and 2014. I then created this line chart. Right away, we notice a few things. First, the number of nutrition and supportive service clients follows basically the same trend, that is there is a small blip in 2003 and another one in 2008 to 2009, a steep rise in 2011 and 2012, then the number of clients levels off and begins to drop between 2013 and 2014. Interpreting data like this can be tricky from the outside since we do not know the context of what was happening over the years with this tribal organization. There could have been a fluctuation in funding sources and/or amounts, staff turnover, an increase in the number of tribal elders needing services, etc. This information might however be useful to a Title VI director and his or her staff who know their programs and understand why the number of nutrition and supportive service clients changed over time. This chart is for the same tribe X over the same time period, but it shows the Title VI grant amounts for nutrition and supportive services this tribal organization received each year. It's a fairly flat line between 2002 and 2007, a rise in 2008 to 2011, and then a decline.

While this information is informative, we took it a step farther to show what all the data together looked like. This chart is a little confusing to look at. The red and blue lines are from the first chart I showed you. The number of nutrition and supportive service clients. The axis for those lines is on the left side. The number of clients on a scale from 0 to 900. The dashed green line is the second chart I showed you. The Title VI grant amounts for nutrition and supportive services. The axis for this line is on the right side in green, and it's on a scale from 0 dollars to 160,000 dollars. Looking at these lines together, we see with relatively flat funding, Title VI funding between 2002 to 2007 this tribal organization had an increase in the number of nutrition and supportive clients it was serving. Then, a few years after the Title VI funding increased around 2009-2010, the number of clients decreased.

Beginning around 2011, the number of clients increased sharply, but then flattened out around the same time the funding began to decrease. As we mentioned earlier, there are many factors at play in a Title VI program, and unless this is your program it can be difficult to understand these trends. If this is your program, however, it might be useful to look at your data in a format such as this to better understand some of the factors that may be influencing your program.

[00:18:11]

The next example I have is for a certain tribe Z and the number of clients they have for each of their programs in 2014. I went in to AGID and downloaded the number of clients receiving nutrition services, supportive services, and caregiver support services. Based on these numbers, I decided to look further in to the caregiver support services, which is in the blue square. After downloading the data from AGID, I created a chart to look at the trend in the number of clients over time for caregiver support services. In this case, the data years available were 2005 to 2014. What is very clear is that the number of clients receiving information and assistance increased dramatically beginning in 2012. Also obvious is that the number of clients receiving help with access to services declined over time and that the number of clients receiving respite care increased for a few years and then declined. The number of clients receiving the other caregiver support services remained fairly flat. Again, while it is hard for us to interpret what these trends mean, the tribal organization will know, and seeing their data in this type of format may help them to plan for future activities.

Finally, I just want to say that while many tribal organizations already look at their data in ways such as these, AGID provides a user-friendly way to access your Title VI program performance report data in one central location. And that's it for me.

Chrissy: Alright, so now that Kristen has sort of walked us through the basics of how to engage with our AGID data, I'm going to walk us through the ACS special tabulation on aging that we also host on AGID. So, ACS data is best used when precision is more important than having current data, when you're analyzing very small populations, and examining tracts and other smaller geography because one-year estimates for those are not available. ACS data is based on 60 months of collected data, and it includes data for all areas, has the largest sample size, and is the most reliable. But as I said previously is the least current of ACS data. And I'll tell you a secret, I had to look all of this up because ACS is not my forte. However, I do know that this data should be taken with a grain of salt. For our purposes, it's dependent on reservation land trust areas and it's census data. So, if your community does not participate pretty fully in census, when the census collects data, the data in here probably isn't so great. So that's all to say, you know, to be careful with what you take from census data. However, it is a resource on AGID and we do have it available for everyone, so I want to walk everyone through how you might use it so that if you do need it or find a use for it, you have that information.

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The five-year American Community Survey, or ACS, special tabulation on aging is based on the Census Bureau's American communities survey 2009-2013 data. That is the most recent data available. That we have on AGID. Over 70 tables for each of the 50 states, the District of Columbia, Puerto Rico, and the American Indian Alaskan Native and Native Hawaiian areas are included. Over 10 different geographic levels of aggregation, including state, county, [unintelligible], area agency on aging planning service areas, or PSA's, congressional districts, tribal areas, and census tracts are presented so that's a lot of data. The topics range from age, sex, and race, and ethnicity to income and poverty with particular emphasis on the sixty and older population because it is on AGID. The results may be used for many purposes including serving as a component in the allocation formulas for older Americans Act funding and for planning programs and services for the aging. So, when you are in AGID, you can see, you go to the tab for Data Files and you scroll down towards the bottom and you click on the ACL Special Tabulations. And here I have circled in green the 2009 to 2013 ACS Special Tabulations. And that will open up and you will have access to all of these different kinds of data files. So, for our purposes

today, you can see that I have circled step one as choosing reservation land trust. And then my next step is, the topic I have chosen to look at is "Grandparents Living with Their Own Grandchildren Under 18 Years of Age". And that takes you to this nifty page. So, on the left, you can see the file path. So, this is the preview of what the data file looks like. Now, in order to better see and use this data, you'll want to save it as an Excel file. So, you can see the large green arrow takes you to save. I use Excel because I have no idea what version of Excel I have, and I don't know what would happen if I chose Excel 2003. And it will download and you should get a little pop-up box at the bottom of your screen that will allow you to download the Excel file, which should look pretty much like this. So, here's the data in Excel, and I have circled the data that I am going to talk about right now. So, you'll notice that in this particular chart it's just tracked from Oklahoma. Normally when you download this chart, it's alphabetical so it always starts with Akoma Pueblo. It's always first. However, for our purposes today what I decided to do was choose a state's worth of tribes so that we could have a sort of grouping by state, and I chose Oklahoma because they were all together on the left. In the green circle, you can see that I have chosen grandparent responsible for their own grandchildren under 18 years. And I have put a green box around the estimates that we're gonna be looking at. So, this is what the chart looks like. You can see that there's a lot of different numbers and data in here, and essentially, I've distilled it to just grandparents responsible for their own grandchildren and made it into a bar chart. So, couple of things to say about this particular slide. OTSA here stands for Oklahoma Tribal Statistical Area. And that is a statistical entity identified and delineated by federally recognized American Indian tribes in Oklahoma that formerly had a reservation but do not now have a reservation in that state, the exception being the Osage Nations retention of mineral rights on their reservations. Obviously, this comes from Wikipedia. [laughter] It is not personal knowledge.

Often an OTSA will be that of the former Indian reservation in Oklahoma and they're usually referred to as tribal jurisdictional areas. Now, as I said before, there are limitations to census data. So, it may not be the most useful data for you to access on AGID, especially with Title VI data being your data that is readily available there. But we wanted to make sure that you knew of its existence and how to access it. And you'll see for instance in our data here that it looks like Eastern Shawnee has no elders providing care for their grandchildren, but a somewhat complicated look through Title VI application information tells me that more than 10 percent of elders actually provide care to their grandchildren at Eastern Shawnee. So again, it really depends on your community's participation with census as to how useful this data will be. Because they are estimates. And that being said, I do want to put in a plug here about how lacking data in Indian country means that it's much more important for all of you, for instance, in our Title VI programs to be collecting and reporting on good data from Indian country. It means that there is better information and we can better know who needs to be served in these areas. Not to put all of the onus on our Title VI programs, it also means that it is important that we at ACL are asking the right kinds of questions so that we can get data that everyone can find useful and can make good use of. And so I'm going to say just a little bit to tell you about some upcoming work that ACL is doing that you'll be hearing more about in the coming months and years, which is that we are looking to redesign or update our PPR. So, looking to see if we can come up with better questions that provide us with better data. So, and the example is currently the PPR asks for how many one-way rides did a Title VI program provide. That tells you how many rides there were, but one of the important things in Indian country is how far apart those rides may be. So, what we are looking to try to capture is how many miles is your longest trip on average. And that way we can say more about all of the work that our Title VI programs are doing because we don't think that that is being captured very well. We know that Title VI programs are doing a lot more than we are able to say they are doing because we are not asking the right kinds of questions to capture that information. So that's a plug to keep your eyes and ears open for more on the PPR redesign because we will be talking to all of our Title VI programs and getting everyone's input about what makes the most sense.

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So, a couple of other things to know about AGID are there is a Resources tab, and in Resources you can see, you can find explanations of the data sources that are available. So not just Title VI but also the national ombudsmen reporting system and our state program reports which primarily deal with our

Title III funding. And it's another way also to be able to navigate into the Title VI data. There are also frequently asked questions, the FAQs, and those provide some basic information on AGID and some of the terms used in the AGID system. So, it can be sort of a cheat sheet of sorts for AGID. And with that I'd like to open it up for questions.

Tara: Alright again if you have any questions, please press star one or you can go ahead and press or type it in to the WebEx chat and I would be happy to read it out as well.

Operator: And we'll stand by for audio questions. And again that is star one. And again, as a reminder from the phones, if you have a question or a comment, it is star one. Make sure your phone is unmuted and record your name, and it is star 2 to withdraw that request. Again, for questions or comments from the phones, press star 1 at this time. And we'll stand by for questions or comments. One moment please.

Tara: We will also make the PowerPoint presentation available for you. If you would like the PowerPoint presentation, please feel free to type in your email address in the WebEx chat. Again, I will need your full email address to make sure I get that over to your, or you can email me as well. All of the recordings and the PowerPoints will also be posted on Older Indian.

Operator: And we do have a question or comment from Daniel Ledrickson. Your line is open.

Daniel: Hi, I just wasn't able to access the PowerPoint, so I was wondering if I could get your email address.

Chrissy: Yes, it's gonna be on the next slide here. I'll just switch ahead. We don't have to look at the questions. That's my email address and please feel free to email or call with any questions or requests. As Tara said, they'll be sharing the PowerPoint and as Kristen said, if there are any tribes that would like some or Title VI programs that would like any help with doing some of the comparisons that Kristen did on the earlier slide, we would be happy to walk you through that and help because getting the information in AGID isn't too bad, but sometimes putting it all together in Excel and then making it into a visual chart is not the easiest thing in the world. So, we'd like to be able to help with that. We want everybody to find their data useful and be able to do great things with it.

Operator: Does that conclude your question or comment?

Daniel: No, I don't have the PowerPoint because we weren't able to get on WebEx. Would you be able to tell me your email address?

Chrissy: Of course, I'm sorry. I didn't understand. It's kristen.hudgins@acl.hhs.gov.

Daniel: What was the last part of it?

Chrissy: .gov

Daniel: Oh no, the at

Chrissy: acl.hhs.gov

Daniel: Okay, okay. Thank you so much.

Chrissy: Oh, my pleasure.

Operator: Thank you and again as a reminder, for a question or a comment it is star one. Make sure your phone is unmuted and record your name. And it is star 2 to withdraw that request. And our next question or comment from the phones is from Ezra Bailes. Your line is open.

Ezra: Hi, Ezra Bailes here from Taos Pueblo. Good afternoon, all. I've got kind of two questions. One, is the data for the AGID website, is that pulled from our annual PPR reports? Is that where that data is coming from?

Chrissy: Yes.

Ezra: Okay, and then are there, is there a data dictionary or definitions for these data anywhere? One of the struggles that I had with entering our data is what the difference is between nutrition education and nutrition counseling. Is that unique people, is that an hourly? Is that per contact? It seems like there was a lot of question about what the numbers were that we were putting in there. And I couldn't find anywhere to identify those data dictionaries or definitions.

Chrissy: I'm glad you asked that, Ezra. So there, if you go to-and you'll have to forgive me, I don't enter data into the PPR. I just see the PPR data elements. And I believe at the end of the PPR, or down towards the bottom, there are definitions of different things. But the reason that I'm glad that you asked is when I look at the PPR, I also get confused by what units are and those sorts of things. So that's one of the pieces that we're really looking to work on for the PPR redesign, which is to make the data elements clear. So, when you see something that says nutrition education you know exactly what that means and how you are supposed to be keeping track of it. Is that people? Or is it events or that sort of thing? But my and I know that there's some regional folks also on the line who are more familiar with the PPR and may be able to give a better answer about where to find the current definitions of those things.

Operator: Does that conclude the question or comment?

Ezra: Well, I'm not sure if someone was going to chime in. There's nothing on the bottom of the PPR that I see that shows, it just has contact information, privacy notice, accessibility, and the [unintelligible] website. I don't see anything about definitions at the bottom of the PPR.

Chrissy: I will track that down for you. Whatever information is available. And I will send it to you if you would like give me your contact information or if you'd like to email me.

Ezra: Sure, I'll email you. I've got...

Chrissy: Perfect.

Operator: Thank you. And does that conclude the question or comment?

Ezra: Yes ma'am.

Operator: Thank you. And as a reminder for further questions or comments from the phones, please press star one at this time. Make sure your phone is unmuted and record your name. And you may press star two to withdraw that request. One moment please. And we do have a question or comment coming from Lacy Vaughn. Your line is open.

Lacy: Hi, thank you. I was just gonna follow up. I am a regional ACL staff in Chicago. Did you get an answer to that question on the PPR definitions?

Chrissy: I don't think so.

Lacy: Okay, so it is available on the manual form, but not on the online system.

Chrissy: Got you.

Lacy: So that would definitely be something to consider for the redesign, is making sure that those are clear in the online system when they're doing the data entry.

Chrissy: Absolutely, and thank you for that. I think what we're currently leaning towards, and again to be shared with all of you, is to have definitions that are spelled out in the form itself, as well as having pop-up boxes that can give really detailed information as needed.

Lacy: Even having just what the units are would be helpful because they vary, hours, persons...you know so, ...

Chrissy: duplicated people, total people. Yeah, absolutely, thank you.

Operator: Thank you. And again, as a reminder for questions or comments, press star one and record your name and star two to withdraw that request. Our next question or comment comes from Fong Lee. Your line is open.

Fong Yee: Hi, this is Fong Yee ACL region 9. This is a follow-up question for the definition of the unit of surfaces. Actually, there are two resources. One is in our resource menu which is posted in the HRTTPS on olderindians.acl.gov website. And then the other one, we have a two-page document that lists out the definitions which actually aided using the information from the resource manual. For those who would like to have a copy of that our two-page cheat sheet, I can forward to your state liaison and you can contact them or you can contact me directly. My email address fong.yee@acl.hhs.gov. Or my phone number is 415-437-8784. Thank you.

Operator: And does that conclude your question or comment?

Fong Lee: Yes.

Operator: Thank you. And again, as a reminder, for further questions or comments from the phones, you may press star one, unmute your phone and record your name. And to withdraw that request, you may press star two. Once again, for further questions or comments from the phones, please press star one and record your name. And we will stand by for further questions or comments. [pause] And again as a reminder, it is star one and record your name for a question or comment.

Tara: Alright, I do not see any more coming through. Krissy and Kristen, did you guys have any last notes that you'd like to mention?

Chrissy: I think we just want to say thank you, and thank you for to everyone for attending. And again, please feel free to reach out if you have any questions about AGID or the census data that we shared with you today or any questions around PPR stuff. We're happy to sort of link people together and put them in touch with folks who have answers. I don't have the answers for everything, but I am happy to track down whatever information I can. So, thank you very much and I hope you guys have a wonderful rest of your day.

Tara: Okay, thank you so much to both of you. And thank you everyone for attending. Again, if you would like the PowerPoint presentation, please put your email address in the WebEx chat and I can send that over to you or you may email me at tara.nokelby@teyaservices.com. Thank you.

Operator: That concludes today's conference call. Thank you for your participation. You may disconnect at this time.