

OPERATOR: Welcome, everyone, to today's conference call. At this time, your lines have been placed on listen only for today's conference until the question-and-answer portion of our call, at which time you will be prompted to press star-one on your touchtone phone. Please ensure that your line is unmuted and please record your name when prompted so that I may introduce you to ask your question. Our conference is being recorded, and if you have any objections, you may disconnect at this time. I will now turn our call over to our host, Ms. Kristin HUDGINS. Ma'am, you may proceed.

KRISSY HUDGINS: Thank you. I see that there are some questions already in the chat regarding echoes and that sort of thing. I think you should only be able to hear us through the conference call number, which is 888-455-3131, and maybe like mute your computers for the Webex portion. And then the passcode, you can see on the screen, is 1234567.

So as the operator announced, we're going to be waiting until the end to do voice question-and-answer, but please, as we are going through this, make sure to use the chat feature to put in any questions so that we can kind of keep track of those while you're thinking of them and we may take the time to address some of them as we're going. Oh, Jewel, I don't know what to say about the making long-distance calls. I'm going to let Laura Stevenson handle that one. She's much better inclined to do that sort of thing than I am.

So let me get started with today's presentation. My name is Krissy Hudgins. I work at ACL in the Office of Performance and Evaluation. I've been here for going on four years, and I work very closely with the Title VI program on data collection and use. And I want to give my awesome colleague, Gretchen Clarke, from ICF, a chance to introduce herself as well. Gretchen?

GRETCHEN CLARKE: Hey, Krissy. Thanks. Hi. So, as Krissy mentioned, my name is Gretchen Clarke, and I work for ICF, and I am based in Alaska where I am a research science manager. And I basically come at it from a public health background and do lots of evaluation and evaluation-related support and technical assistance. And I manage the evaluation of the ACL Title VI programs, and so I've been working with Krissy and ACL for a number of years now as we've been looking and seeing all of the great work that the Title VI programs like yourselves are doing.

KRISSY HUDGINS: Thank you, and great seg because I was going to say (chuckles) that what we're talking about today with the We've Got Tools and introducing the Title VI Evaluation Toolkit really comes out of the Title VI Evaluation, which we've been working on for the last four years. It's the first evaluation of the Title VI program in the 40+ years that Title VI has been around. And it's been a really awesome experience for us to get to work with the 12 evaluation grantees that we have- or, have had over the timeframe.

And one of the really cool things about this evaluation is that- and I think that what we're going to talk about today really encompasses this- evaluation isn't just going in and figuring out sort of, you know, what works and what doesn't or what's wrong or, you know, what people should be doing differently, but really is about strengthening programs and making them better.

And ICF has been an incredible partner in this work, and we've had this technical assistance piece that we've been doing where we've been producing different kinds of tools to support Title VI using data. You know, using the information that you guys are collecting on a regular basis for yourselves, not just to report to the evaluators or to ACL. So, we're going to be having a couple of webinars, actually. We have two webinars- this is the first one- focused on these different data tools, and today is really about how to help Title VI programs evaluate your own nutrition and caregiver programs.

And so, with that, thank you, a little bit about evaluation. So, why evaluate? Well, it is required as part of your Title VI Grant. One of the requirements under the Older Americans Act is for Title VI programs to conduct regular evaluation. And this can take on a lot of different forms, but one way to do it is to regularly assess, to regularly look at your program and what it's actually doing and whether or not the participants in your program, elders or caregivers or both, are getting their needs met through those services.

But I also want to say that evaluation is awesome, and it's the right thing to do. I know that I'm biased in this, but you all do evaluation every day, and really you want to make sure that your programs are meeting your elders' and your caregivers' needs. So, if you want to be able to provide quality services to your community, you really need to find out if those services are working for people.

Evaluation is the ongoing and systematic process of gathering information to provide useful feedback about something. It helps lay a foundation for your work, right? The Title VI Manual defines evaluation as an ongoing process and can take many forms. Program evaluation measures progress against objectives established at the beginning of the program. Client evaluation measures client satisfaction with the services provided, which is a lot of sort of government-y nerd speak that basically says you need to figure out if your programs are working the way that you feel like they should be, right?

If you are setting up your program to, you know, provide nutrition services to your elders, you're talking to your elders all the time about whether or not they like the meals, or if you haven't asked them, I'm sure they're just telling you (chuckles) whether or not they like your meals, you know, if there are problems with transportation or any of the other services that you're providing to them.

Same thing with programs addressing caregivers, that, you know, even if you aren't doing it in a like systematic way, you're always collecting feedback from the people that you're providing services to so that you can improve your programs so that they can be better for the people that you're serving them to, right? Otherwise people aren't going to keep coming to your Title VI program activities. So what we're giving you today really are some tools to do this a little bit more formally and to generate data and numbers so that you can share with your stakeholders, so your staff, your elders, your caregiver, and with leadership.

So, to the two main questions on this slide, evaluation really helps us to look more objectively at our program to understand if our program did what we said it would, so does it work? Did we increase the client satisfaction with meals, right? And how did it work, was the program implemented the way that we planned? So, did everyone that we want to give meals to get those meals? Those are really the two main questions that evaluation is generally interested in. And so, with that, I will turn it over to Gretchen to really get more into the meat of this tool.

GRETCHEN CLARKE: All right. Thanks, Krissy. So, as Krissy said, evaluation really is an awesome tool. It can really help you look at your programs and see how they're doing based upon satisfaction, the results you're seeing, and as well as, you know, did you do what you said you were going to do?, and did it work the way you wanted it to?. And you can make evaluation a regular part of your program through what's called the Plan Do Check Act, or the PDCA Cycle.

And so that's really just kind of a fancy little way of thinking about sort of a- what is that word- just a kind of an acronym to help us think about what we did and why we do it, if it worked, and how to revise or improve upon what we did so it can work better next time. And so, Plan Do Check Act, or the PDCA Cycle, isn't a one-time thing. It's something that you can do continuously throughout your program life and be a regular part of your regular program operations.

And so, with this Plan Do Act Check- er, sorry, Plan Do Check Act, you plan what you're going to do. So, we're going to have a meal program. We're going to serve four days a week. You do it. And then you check and follow up. So, did it work? Did we- were we able to do those meals four days a week throughout the year? And then we assess it. You know, did people enjoy it? Did it meet their needs? And based upon information and the feedback that we get, that data, we can make changes based upon what we learn so that next time we can do it even better.

And so Plan Do Check Act is a great tool to use as part of just regular ongoing program operations because it can help us to really be strategic and purposeful about what we're doing and keep us always thinking about how we can do it even better the next go-around. So, I know that all of you are already doing the first two steps. You're already making the plans for what you're going to do in your program, and then you're doing them.

And so, by adding that intentional third and fourth steps, check it, did we do what we were going to- what we said we were going to do?, and how did that work out?, and then acting upon that. (Clears throat) Excuse me. My voice is going funny. You can better identify those approaches, activities, and events that work the best for your community by assessing the participant satisfaction, their attendance, and recruitment.

We know that evaluation, particularly if it's new to you, can seem like a daunting task at first, and so we developed the Title VI Evaluation Toolkit to really help support you with that process of evaluating your programs. And so, the Toolkit itself is a ready-to-use product, and it includes two surveys, one that you can use with your program elders, and one for your program caregivers. It also includes a spreadsheet that you can use to analyze the findings from the surveys as well as a user guide, which walks you step-by-step through each component of the evaluation process, from planning on to the actual data collection, to then to reviewing and using your findings.

And all of the documents, the user guide, the surveys, and the survey response spreadsheet, are available on the Older Indians website. And so, they are also, I believe, on the ACL Title VI web page as well. And so, we will walk through each of those today and just kind of give you a look into what those are, and then you'll be able to download those from the Older Indians Website.

All right. So, the user guide, as I said, really walks you step-by-step through the process. And so, there's three main sections of the user guide, Planning Your Evaluation, which walks you through the process of identifying who should take the surveys as well as helps you think about how often you should plan to conduct the surveys. The Conducting Your Survey section includes tips and recommendations for ways to share the survey with your elders and caregivers. And then the third section, the Survey Collection and Analysis, walks you through collecting the completed surveys from your elders and caregivers and then how to enter their responses into the data worksheet so that you can use their feedback for program planning.

All right. So, in this section of the user guide, as I mentioned, it walks you through planning for your evaluation and includes tips and recommendations and talks about the importance of getting familiar with the survey ahead of time. And we're going to look through those surveys in just a minute, but one way to do that is to read through them ahead of time. Are these surveys going to be relevant? We hope so. But are they going to meet your audience based upon the programs and services that you're providing?

It also helps you in this section to think about who you want to hear from, your home-delivered meal clients, for example, your congregate meal clients, your caregivers, all three, as well as when you might want to hear from them. For example, do you want to set up a schedule where, say, every spring you survey your home-delivered meal and congregate meals, and then, say, in the fall, work with your caregivers.

And this section also helps you to plan on how you'll share the survey with your participants. For example, thinking about whether you'll hand out the survey to be completed as part of your congregate activities or, say, for home-delivered meal clients, if you'll send it home with their meals and then be picked up, say, the following week. And the guide will help you come up with a plan so that, when it's time to get this survey out, everybody on your team, all of your staff knows what you're doing, why you're doing it, and how you're going to be collecting the information back from your participants.

KRISSY HUDGINS: Gretchen, this is Krissy, and I'm interrupting for just a second because I feel like it's only fair to let participants know that in the- with the Title VI Evaluation, we like to play a quiz bowl, and so you might want to take some notes because there are going to be some quiz questions later. Just FYI. Okay, I'm done.

GRETCHEN CLARKE: Nice, and I believe bragging rights go with those?

KRISSY HUDGINS: They do, they do. (Chuckles)

GRETCHEN CLARKE: All right. In this section of the user guide, Conducting Your Evaluation, really helps you think about how you're going to actually implement and conduct the survey, how you're actually going to hand it out. So, you've already determined through the first section of the user guide how and when you're going to do your survey, and so now it's time to actually hand the survey out.

And so this section of the guide walks you through that process and includes some recommendations as well as some sample language that you can use in written and verbal announcements that you can share with elders and caregivers to let them know why you're

asking for their feedback. It's important to be able to share with your participants what their information- why we're asking to hear from them, what we're going to do with their information, how we're going to share it back with them, as well as use it to inform the program. And so, there's some sample language in the user guide that you can use for those announcements.

This section also has some tips to help you ensure that your data is safe and complete, and it includes some reminders, such as collecting your completed surveys as soon as possible so that there's not a big lag time between when you give out the surveys and when you get them back. And that can just help you get- things can get lost or misplaced the longer the space is between giving them out and getting them back, so that is an important thing to consider as well as how to safely store the completed surveys to keep them secure and all in one place until you're ready to start entering them into the spreadsheet.

All right. So, we're going to look at the surveys themselves. As I mentioned, there's two surveys. There's one for your Part AB services, and this one is really specific to your nutrition and supportive services, and it's designed to help you learn more about how the - your nutrition and supportive services are meeting the needs of your elders. We developed the survey based upon conversations with several Title VI grantees like yourselves who shared ideas as to what information would be helpful to learn from a survey.

So, as Krissy mentioned, like this Toolkit really was born out of the evaluation of the Title VI programs, and so as part of that evaluation, we were able to really hear from a number of Title VI grantees about the types of questions that they have about their program and the types of tools that would help them get information in a relatively straightforward way that they can use to inform their program. And so, this survey- these surveys reflect that.

And so, in the first section of the AB survey, the first few questions ask some demographic information, so gender, age, current living status, for example, to help you better understand who took the survey. So, do you have different subpopulations of your elders that have different experiences with the program? By including this demographic information, you can look at that. And then the rest of the survey has questions that are specific to your nutritional services and other program activities. And there are questions on the required elements of the Part AB services that you can use to collect feedback that's both meaningful and can help you really look at participant satisfaction and any unmet needs.

So, I'm going to try to see if I can bring that up for you. And hopefully it works. All right, hopefully folks are able to see this. All right. So, this is the Part AB Survey that looks at the nutrition supportive services, and this one is really designed to give out to your elders. And so, as I mentioned, there's just some basic demographic information, so gender, age, their living status, are they living alone, with a partner, with family members, and then it gets into the actual services themselves. So, do they participate in your meal program? And then how do they participate in that meal program and how often?

And then, there are some questions that ask about how they heard about your program. So, in terms of outreach and awareness, like where is that coming from? And then there are some questions that ask them about what are the main reasons that they are participating, and so their response is to help them get the vitamins and nutrients that they need, that the meals make life easier, for socialization reasons, or because they live on a limited budget, or other, and then they are able to write in whatever that other might be. And then the next section

asks basically to get their satisfaction with the services, so whether the meals taste good, if it's the right amount of food, the variety, etcetera.

But it also asks about some of your other programmatic activities that you may be providing through your program and whether or not they participate in them. And how often they go to the center to socialize or exercise or participate in activities other than the meal. And then, there's a section to understand their transportation needs. If your program has transportation, do they know how to access it? What types of the transportation or how are they using the transportation services, or do they have their own transportation?

And then, finally, there's a section that asks about any future trainings or activities that they might be interested in, in terms of topical- so health information, community services and resources, traditional language or culture activities, personal safety, etcetera. So, that is the Part AB Survey. I think that I can go back now to the slides. All right. That seemed to work. Laura, I think I have lost the ability to move the slide forward.

LAURA STEVENSON: Let's see.

GRETCHEN CLARKE: All right, perfect, thank you. So, the Part C Survey is designed to really help you gather information and feedback specific to your Part C Caregiver Program. And so very similar to the Part AB Survey, it has two main sections. The first few questions ask some demographic information, are they a grandparent raising grandchildren, are they elders caring for other elders, etcetera. And, again, to help you really better understand who took the survey and the types of caregivers that you're serving.

And then the rest of the survey questions are specific to your Part C services and ask caregivers to share what they participate in, whether the services are meeting their needs, and what types of additional information, trainings, or resources that they would be interested in receiving through your program.

LAURA STEVENSON: I'll do it, if you want me to forward it.

GRETCHEN CLARKE: Yeah, so it's not letting me. I can see it, but-

LAURA STEVENSON: Okay. I'll do this one. Okay.

GRETCHEN CLARKE: Thank you. So, we know that one of the biggest challenges and time-consuming tasks with evaluation is what to do with your surveys once you've collected them back from participants. And so, we put together the Survey Response Spreadsheet, which we're going to go through in a moment to help you analyze your data. And so, in this section of the user guide, it walks you through how to enter your completed surveys into the spreadsheet and then how to review and use your findings.

And so, the spreadsheet has been built to automatically tabulate your survey results and provide you with the feedback and data visuals like the ones you see on the screen here that you can use to share about your program with others as well as let you compare your results over time to see if there are any changes. All right. And I know that, as Title VI directors and staff, that you are all incredibly busy, and so within this section of the user guide, we've

included some tips to help you really prepare for the actual process of entering your survey results to help it be as smooth and easy as possible.

And so one tip that I think is really helpful and it's mentioned in the guide is that, when you have your stack of surveys, once you've gotten them back from all of your participants, is just go through them and use a marker or pen and just number them. So, the first one on the stack would be number one, the next one would be number two, the next one would be three, and so on. And the reason for this is it will help you keep track and go back, and if you need to make any changes if something- if a question, as you're entering, you inadvertently skip, it'll help you go back and say, oh, okay, I see that I forgot to answer- put in the response for number- participant number three.

So, you can just pull out the number three paper survey from the stack and then go back and fill in. So, it's just kind of a way to check your data entry and re-enter data if something got entered incorrectly. And then this section of the User Guide kinda walks you through the actually entering the surveys into the spreadsheet. And so, once you've entered all of your completed surveys, you'll then be able to go and review your results. And so we're going to take a look at what that looks like shortly.

And first- and we'll look at this, but all of the- in the survey response, all of the responses where there's a set and not enter in their own response, there's a dropdown, and so you can just select the dropdown option, and that way you don't have to type in every response. You'll just look for the arrow at the bottom of the cell, and then click on that, and the dropdown menu option will appear. Again, we will walk through that.

And so, again, once all of your data has been entered, these graphs and charts will automatically be populated, and then you'll be able to just sort of- you can cut and paste those and put them into a PowerPoint or a Word document so that you can share those and look at those with your staff, with others, share those back with your elders and caregivers if you'd like to. So, I'm going to open up the spreadsheet.

KRISSY HUDGINS: Gretchen, while you're doing that, we have a question essentially about how customizable these tools are given, you know, some of- many of the changes that our programs are facing due to COVID as well as other things.

GRETCHEN CLARKE: That's a great question, and I'll actually- I'll show you how you can do that. So, when you first- when you click on the survey and open it, this will be the cover page. And then you'll see along the bottom there are all of these different tabs. So, there's a Part AB Survey, Part AB Graphs, Part C Survey, and Part C Graphs. So, the Part AB Survey is that you can see, and I've just put in some mock data here, will open up like this, and you'll see that at the top it's the Survey Response Spreadsheet. It says that this is the Part AB Survey responses.

And then, what you'll want to do is just date this. So, you'll want to save this file. So, that's specific to, say, for this one, I just put in today's date. So, if you were doing this for real, then you would file and save it with the date that you did the survey, and then each time you can just save a new version so that you can kind of track this over time. So, I've entered in the date. And then, as I mentioned, when you have the stack of paper responses, just go ahead, and number them.

And so, you can see here, and I'm just going to scroll this up a little bit, that- so the first survey was one, and then- so that was a male, so here's that dropdown that I was talking about. It's pre-populated, so you can just select male or whoever it was. Their age, again, pre-populated options here. And then their living status, and so live alone, with a partner, with children, with a friend, etcetera. And then, if they did other, then here is where you could then enter- I don't know what the other would be, but you can enter whatever their response would be there. And then questions, again, did they participate in the program, yes, no?

So, you just go through and just fill this out based upon what they responded, and you can just go through each of your surveys and just be entering that information. Once you've entered all of the information, you can then go to the Part AB graph, and you'll see that the information that you entered has been populated into these charts. And so, there's the age range of your participants, how they participate in the meals.

You can see- so 57% of these mock data responses that I put in participate in the congregate meal, almost 30% have the home-delivered meals, and 14% have both home-delivered and congregate meals based upon how they're feeling. And then looks at what's their main reason, and they can check all that apply. So the main reason that they're participating in the program, their satisfaction with the program, and any of these charts, you can just right click on them and copy them, and then you can paste them into another file, such as a word document or a Power Point document.

And so, the same thing with Part C. You would go through- again, you would number your surveys and then just start entering the information. Again, there's dropdowns from you to choose from, the age range, and just goes on throughout, and then you can just enter that information as they responded. If somebody didn't answer a question, you would just skip it and move on to the next question, and that's okay. And then you can see here, again, it pre-populates the charts based upon the responses that you've gotten.

So, it's a great point. I know that a lot of you, most of you, if not all of you, have suspended congregate meal service. And many of you are doing drive-thru or pick-up meals, and so questions like, you know, I attend a congregate meal, may not be relevant to your program right now and maybe even going through the next year as we're in this unknown period. So, you might want to change the question to, I attend- you know, I pick up my meal through the drive-thru.

And so what you can do is, at the far end of- on the tabs, there is a tab that's Part AB Calcs(?), and so you can click on that and up here in this- for question five, so that's question five on the survey, it asks how you participate in the meals. And so, you can say, I have meals delivered to my home, so home delivery, it seems like that may still be relevant for you. But maybe the congregate group meal isn't relevant, so instead you can say, I- you can change it to, I participate in the drive-thru meal service.

And then you would want to change this one as well, I have both home-delivered meals, and maybe you want to say, as well as the drive-thru meals depending on my health or how I'm feeling. So, I've changed it here. And then, if we go back to the Part AB Survey, and we go to question five, it- you'll see- oh, that's really tiny. Let me see if I can make it bigger. The question responses changed. So now it's, I have both home-delivered meals as well as the drive-thru meals, or, I participate in the drive-thru meal service.

So, again, I just went the Part AB Calcs and I found that question number, so question five, and I changed the response in the cell and it automatically changed it for the survey dropdown options and then on the graph. So, question five. And so also the label here changed to reflect the new response.

KRISSY HUDGINS: Pretty cool, right? Sorry, I get super excited about people making data collection and visualizations easy. And, sorry, Gretchen, I'm just going to pop in for a second. I think that also the amazing thing here where Gretchen was showing you how you can copy and paste your charts is that, you know, a lot of people really consume data or, you know, learn from data when it's visually represented, and it makes this a really nice tool to be able to share information back with, you know, as I said earlier, your staff, your elders, your caregivers, leadership, whomever, or even using it, for instance, for grant applications, you know, beyond what ACL- you know, beyond ACL's grants to other organizations.

GRETCHEN CLARKE: Absolutely. And so, obviously, just wanted to point out, if you change the responses here, you're going to want to change them on the survey itself. So just making sure that the survey- that you update the survey to the responses that are relevant for your program. And I know that also not everybody has- I'm just going to go up here- has all of these different services available during normal times, let alone now, and so you could change your program participation responses in the same way. So, I know some people are doing car bingo, so you could maybe add car bingo. If there's something that's not relevant, you could delete it.

And, again, the same way, you would go- actually, let me make sure I have the right [unintelligible 34:25]- whoops. That was question ten, so Part AB Calc, and you'll find question ten, and then you would just- again, you would change the response. So, let's say it's car bingo or if it's grocery shopping trips aren't happening but maybe your staff are doing grocery runs for your elders, so grocery shopping by the staff. Again, you can change it to reflect whatever it is that makes sense for your program. And so, you'll see Part AB Survey, find question ten. Sorry if this is making people dizzy- (audio cuts out) me dizzy.

And so- ah, and then you would, here, because it's not a dropdown, on this one it's not automatically changing here, but you would just change the title of the response there, but- and in the graph in question ten, so it changed it to car bingo, grocery shopping by staff, so you can just update it.

But for the activities that are relevant for now, if you want, you can also let your elders know, if you wanted to say, so you've been doing these services up until the pandemic hit, and so you can say, I know we're not doing these now, but thinking about, you know, your participation before the pandemic, and ask them to respond looking back upon what their participation looked like and their satisfaction with that is another option that you have available as well. All right, so I'm going to go back through the slides. Laura, I said stop sharing, but it looks like it's still on the Toolkit, is there a way to get back to the slides? Or maybe I'm there and I'm not realizing it.

LAURA STEVENSON: We are, yeah. We're on the slides.

KRISSY HUDGINS: Yeah.

GRETCHEN CLARKE: All right. Just the graphs themselves, okay, so- oh, but it won't let me advance, though, for some reason. There we go-

LAURA STEVENSON: Yeah.

GRETCHEN CLARKE: Thank you. All right. So, we're turning back to the user guide, and there's a section in the guide that talks about how to use your results. And so, you can use this section to help you think about how to, as Krissy mentioned, really be able to share and utilize those results from your surveys to think about and inform your program planning. And you can also be able to- again, if you do- say, were to do a survey every year, or maybe you want to do it twice a year with your elders as well as your caregivers, and then you can look at the responses, those graphs, over time. How did they change?

Is there any change from one survey to the next? And, if so, you can use that to really think about what you're doing, the types of services that seem to be meeting your elders needs, that they seem to be really enjoying and participating in and if there's something that it seems like maybe just people aren't responding to, they're not expressing that it's something that they participate in or that they, as a whole, tend to like, and then maybe that's an option to think about is there something else that we might want to do. All right. So, that is the Evaluation Toolkit. And so, we just wanted to be able to hear from you, is there any initial reactions or questions? It looks like there is quite a bit in the chat.

KRISSY HUDGINS: There's a lot of stuff happening in the chat.

GRETCHEN CLARKE: -like trying to see what's-

KRISSY HUDGINS: (Chuckles)

GRETCHEN CLARKE: I think if, yeah, folks can unmute to be able to . . .

KRISSY HUDGINS: Yeah, operator, if we could unmute so that we can get any questions via voice. While we wait for that, in the chat we have some great feedback about that it's cool that you can adapt the survey and a question about, can you change the questions in the same way?

GRETCHEN CLARKE: Yes, absolutely. And so, again, you would want to change the questions in your survey to be able to reflect whatever is most appropriate for your program. So, for example, if you want to- or you meant the whole- the full question itself. Yes, you can, with sort of a caveat is that, if it's a totally different question and let's say it's- say you put in where we have a question that has multiple choice and you put in a question that's a free response, that's not going to work with the prebuilt population with the graph. And so, you would want to- if you want to be able to use the survey spreadsheet, you would need to make sure that your new question mirrors the format of the old question.

KRISSY HUDGINS: In the sense that, you know, if the question has- in order to get the graphs, you need to ask questions where there are predetermined responses. So you've already said like, oh, it's a yes or no question or it's a, I like it a lot, I only like it this- or a little, or, you know, if people can score it from one to five how much they like it, that if people can just write in any answer they want, then you won't be able to create a graph from that.

GRETCHEN CLARKE: Exactly. So, you could, just not with the survey spreadsheet.

OPERATOR: If you'd like to ask a question on the phone, please press star-one at this time.

KRISSY HUDGINS: And Gretchen and I did a presentation on this some time ago, so maybe we can add this to the suite of some general sort of rules of thumb for asking survey questions. And I put in the chat, you know, making sure that you're only asking one question per question. You know, people have a tendency- we all have a tendency to sort of lump things together.

I see it all the time. Even on like fancy AARP surveys where they'll ask things like, you know, did you like the meals and the activities? That was my example here. That's actually two questions, right? Did you like the meals, and did you like the activities? But people sometimes will ask two-in-one questions, and it makes the feedback that you get invalid because you don't know what they're answering necessarily.

GRETCHEN CLARKE: And hopefully most of the questions on here, pandemic aside, are relevant to your program.

KRISSY HUDGINS: Yeah. And that you can just sort of update maybe a little bit for context.

GRETCHEN CLARKE: Exactly. Krissy, I'm going to let you handle this next question that came in.

KRISSY HUDGINS: Oh, sure. Yeah, no, the survey is not mandatory. The only thing, Title VI and, you know, from the Older Americans Act, which is where the Title VI money comes from, there is a requirement to do evaluation. There isn't a prescription as to how you do that evaluation. Sort of the same thing as the needs assessment that you're supposed to do before you put in a new Title VI application, there isn't one way to do it, this is just like with the UND Needs Assessment, this is a tool that we are making available to you to use.

We hope that you'll find it useful. You know, we hope that, as you use it, if you have feedback, that, you know, our contact information is at the end, that you let us know so that, you know, if there are things that we should think about for updating it in the future, that we can do so. It's really just something for Title VI to be able to pick up and use as you feel free - er, as you see fit. And, yes, the PowerPoint will be available on Older Indians when Teya posts the voice- the audio recording and all of the PowerPoint materials as well. Any other questions, thoughts, feelings? Because I'm going to quiz you in a minute.

GRETCHEN CLARKE: I know there might be some folks on- I don't want to put anybody on the spot, but if anybody from the evaluation grantee group is on and has used this, if you would- you know, if you want to share what your experience has been, that would be great, but-

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KRISSY HUDGINS: Yes, we see you on here. We know you're there. I'm kidding. (Chuckles)
Only if you want to.

(Pause)

GRETCHEN CLARKE: Krissy, we got a question- [unintelligible 44:17] would like us to share the results, and I'm guessing the question is in terms of if ACL would want to see the results from the grantee.

KRISSY HUDGINS: That's a great question. We do not, and I will actually defer maybe to Leslie Green from the Office of American Indian, Alaska Native, and Native Hawaiian Programs. My understanding is that currently we do not have a request for that. It's kind of a you should be doing it because it's the right thing to do to understand how your programs are working.

I think that sometimes those questions about what's going on with your program come up via, you know, any monitoring or when you touch base with your regional staff or anyone at Title VI, that they may ask about how things are going, and having this kind of information would be really useful. And I assume that it will be useful for your leadership- at your program. But, Leslie, there isn't a- like a requirement for them to share the evaluation findings with ACL, is there, or do I have that wrong?

GRETCHEN CLARKE: Leslie wrote in the chat.

KRISSY HUDGINS: Oh.

GRETCHEN CLARKE: And that- (audio cutting out)-

KRISSY HUDGINS: I don't see it in the chat.

GRETCHEN CLARKE: But I would love to hear about if you share this with your stakeholders, and so they would- ACL would love to hear if you do share with your stakeholders and how it goes, what their response is.

KRISSY HUDGINS: Oh, there it is. Yeah, we would definitely love to hear about it, but there is no requirement. So great question, though. Like I said, it's the right thing to do. (Pause) All right, well, let's move on to the next slide. Okay. Are you guys ready for the quiz bowl? I hope you are. So, question, what is one of the first things you should do before you conduct your survey or evaluation, given the tool that we've introduced today?

GRETCHEN CLARKE: Feel free to use the chat.

KRISSY HUDGINS: Absolutely. You don't have to unmute. I feel like I want to sing the Jeopardy song.

GRETCHEN CLARKE: Oh, PDCA, so Plan Do Check Act. Yeah, starting with the plan would be great.

KRISSY HUDGINS: Excellent, yes, you have to plan how you want to distribute your survey, right? Anything else? (Pause) Do it. Yeah. (Chuckles) You definitely want to do it. That is very important. I think, yeah, download the Toolkit, yes.

GRETCHEN CLARKE: Making sure that-

KRISSY HUDGINS: What did you say, Gretchen?

GRETCHEN CLARKE: -the evaluation. That is a- that's super important. I know sometimes people feel like, ugh, you know, I just fill out the- I have to do surveys all the time and nothing ever happens, and so letting people know why they're being asked to share their thoughts and opinions and how you're going to use those is a really good way to honor their knowledge and their participation, and so that is- that's a great, great response.

KRISSY HUDGINS: Absolutely. You definitely- I think that's one of the great things about the visualizations of the data is that you can share the information back with your elders or your caregivers so that they know that what they shared with you makes a difference and they can see it, you know. Before you act on it, they can actually just see the evidence of the information that they provided.

You guys are all over this. That's right. Got to turn on that computer, got to download the Toolkit, get yourself familiar with your survey tool, figure out who you're going to survey, let them know that you're going to do it, and why, figure out how you're going to get them the survey and do the survey with them and actually make the survey happen. And then, also, one thing that I don't see here, but I'm sure you are thinking of it, is how often are you going to do it? You know, there are some programs that evaluate on an annual basis, for instance.

So if you know that there's, you know, a time where maybe you have a lot of elders or caregivers come together where you might be able to do it pre-COVID in-person or, if now, I think Gretchen suggested like you could send a paper copy home, you know, with home-delivered meals or give them out with meals, and maybe you do that like in the spring or something like that, just thinking about how you make it an established routine and something that you do as part of your program, right? Checking in, seeing how things are going.

GRETCHEN CLARKE: Yeah, and also I know a number- again, we talked about the visualizations and how you can use those and share those with your stakeholders, I know a number of you have elder advisory committees, and so that would be something, you know, certainly to be able to share with all of your participants, but if you do have an advisory committee, that you could bring those forward when you do your annual planning, say.

And think about, let's look through how people responded the last time we did this, where are we seeing that people are really satisfied, where is participation high, maybe where isn't it as high or where people aren't as satisfied, and use that to help inform the discussion for planning for the coming year.

KRISSY HUDGINS: The other thing, when you started talking, Gretchen, it reminded me of one of our evaluation grantees makes the results of surveys, they print them out on- or, again, pre-COVID- but used to print them out in their menus or as place mats so you could- just as if you decided to use like whenever somebody came to pick up a home-delivered meal or you- or did a pick up or you dropped off a meal, you could include the surveys that way and then collect them back the same way. And then you could send back out the results, the charts of results, in the same way. It is really important to try to get information back to the people who provide you their information. All right. Next question, are you guys ready?

GRETCHEN CLARKE: Yes.

KRISSY HUDGINS: Why is it important to share with your program participants why you want to conduct the survey? We've kind of gotten to this a little bit already, but . . . (pause) How do you feel when ACL just starts calling you out of the blue and asking you questions?

GRETCHEN CLARKE: Yeah, so they can feel included, absolutely.

KRISSY HUDGINS: Yes.

GRETCHEN CLARKE: -important part.

KRISSY HUDGINS: Absolutely, all of these things, so they can feel included, because program evaluation can lead to improvement and you want them to know that, to make sure that they are enjoying the programs and activities that you're providing them, to be able to make changes so that they better meet their needs, so they understand why it's being used. Absolutely, Shelly, on, you know, being more open with their responses. That's really an important thing, too, whenever you're doing surveys or whenever, you know, we collect data, we let people know, you can't hurt my feelings, (chuckles) this is really because we want to know how to make it better. And if something isn't working, then we need to know.

So that's great thinking about, you know, making sure that they know that their voice counts, being able to share it, absolutely, with councils. And, yes, Laura, totally, builds trust in your programs, right? That it's kind of a more formal conversation. One nice thing about surveys in particular is that, as I said, it sort of makes the information collection a little bit more formal, right, because if I'm at the program and- again, pre-COVID days- I'm at the program and I'm walking around and I'm talking to my elders about what they like about the meals and that sort of thing, folks may, you know- certain things may stick out to me because that's kind of what I'm already thinking about.

When you see the data, right, the actual information, numbers laid out in front of you, you can see if what's actually happening is like the trends of, you know, oh, everybody loves- I know Cynthia is always talking about Frito Pie, so that's like stuck in my head. Everybody loves Frito Pie day, and everybody hates salad day, you know. But maybe, you know, because I keep hearing the complaints about salad day, so it's in my mind already that that's going to score

low, but when I get the actual data back, I see that salad day is actually not as unpopular as I thought. So, it's really about sort of being able to check yourself in that way as well.

You guys are all over this. You guys are amazing. Yes, actually, Shelly has a great note in here about informed consent, it's the ethical thing to do, so letting people know that, if they don't want to respond, they do not have to. They do not have to respond to all questions. It's a voluntary thing for them to do and making sure that folks know that their receiving of services isn't dependent on them participating in the survey. Thank you, Shelly, for that. It is the ethical thing to do, as she says. All right, get ready everybody, last question, how could you use your survey results? How are- let me ask it a different way- how are you going to use your survey results? (Pause) Stick 'em in a drawer. (Pause) Nice, show-

GRETCHEN CLARKE: I think somebody- earlier Polly- earlier about sharing with your council, and that's a great way to do it.

KRISSY HUDGINS: And it just came up here again, showing to your council and at elder meetings. Improvement to existing program, data for new programs- oh, I like it, you're already thinking ahead about what else you can do. Grant writing, absolutely. There's a million uses for data. Absolutely, Vivian, improve and expand the program and share with leaders what the seniors feel are important. People, this is, you know- (sighs) data and data collection feel very kind of overwhelming and scary. Once you get the hang of it, and, you know, you're going to run into issues probably with it and things aren't going to be quite right, everybody does, right?

There's no better way to learn than, you know, reading the guide, obviously, and then trying it for yourself, right? But people respond to what we refer to as sort of like mixed methods, right? If you come to a meeting and you have stories, but you don't have like charts and numbers, people, you know, are like, well, you know, that's a great story, but it's just a story. Or if you show up and you just have charts and numbers, and then people are like, yeah, but what does it actually mean?

When you have both, and I know that you guys are always talking to your communities, so you have those stories, when you can show the data, right, the numbers, the graphs, and then you can bring the story about what this means, right, the interpretation of it all, that has a huge impact on people, right? It's meaningful and it can really change things. You know, it can tell the story, and it can be the difference between getting more funding or not.

And that's really something even, you know, from the federal side, at ACL, we try to do with your data, right, all of the information that you give us or when we do surveys with you, like what does this mean, what do the programs need, you know, this is how we need to change things. So, yes, absolutely, Jessica says establish a clear picture of needs in our elder population, increase funding opportunities, all of this. This is really exciting. You guys are all over this. You are ready. I'm so excited.

GRETCHEN CLARKE: Yes, well, thank you so much, everybody, for your great responses and for just really I think everybody, as Krissy said, you guys are on top of it with great ideas about how you can use this and to really engage and build trust and inform on your program.

KRISSY HUDGINS: Yes, thank you so much, everybody, for coming and for your participation, it really means a lot. And, like I said before, you know, take the tool, take it out for a spin, try it out, you know, provide us with any feedback that you have. We're really excited to try to, you know, on the part of the federal government especially, we do a lot of data collection, right? We do a lot of taking information from you all, and we are so excited to be able to give something back to you so that you can collect your own data and make use of your own data in easier ways, right? So, thank you.

Yes, it is on the Older- er, Older Indians site right now if you go to Older Indians and you're on the very front page, right there underneath grants, the first thing that Laura has so kindly put up is the evaluate- er, the Title VI Evaluation Tool, so you can get it right there. And it is also on the main ACL page. And I think we're going to- we have a blog that Gretchen has- a blog post that Gretchen has very helpfully written, and we're going to get that posted up somewhere as well. So, yes, you can get to the tools today. Well, with that, thank you very much. And, again, please feel free to write us and let us know- oh, the next meeting. (Chuckles) Laura, when is your next webinar?

LAURA STEVENSON: The next webinar is September 9th, a Wednesday.

KRISSY HUDGINS: Awesome, and then I think Gretchen and I are going to be back in October, is that right, to talk about-

LAURA STEVENSON: Yes, October 14th.

KRISSY HUDGINS: -graphic tool? Awesome. So, October 14th will be a different tool from Gretchen. Well, thanks so much, guys. I hope you have a wonderful rest of your day.

OPERATOR: This does conclude today's conference call. We thank you all for participating. You may now disconnect and have a great rest of your day.