

OPERATOR: Welcome and thank you for standing by. At this time, all participants are on listen-only mode until our question-and-answer session. At that time, if you would like to ask a question over the phone, please press star, then one. Also, today's call is being recorded. If you have any objections, you may disconnect at this time. And now I would like to turn the meeting over to Ms. Leslie Green. You may begin when ready.

LESLIE GREEN: Thanks so much. Hi, everyone, this is Leslie Green at the Office for American Indian, Alaska Native, and Native Hawaiian programs at ACL, and I also have my co-speaker, Krissy HUDGINS, on the line, would you like to introduce yourself, Krissy?

KRISSY HUDGINS: Sure, I'm Krissy, and I work in the Office of Performance and Evaluation at ACL and do a lot of stuff helping Title VI with data.

LESLIE GREEN: Thanks, Krissy. And I will just say that—so I'm sure everyone has got a lot on their minds today with everything going in the world, and so thanks for joining us. I'm in Washington D.C. right now, and I actually happen to be sitting in Cynthia LaCounte's office. And she is at least a foot taller than me, I think, so I had to switch out her chair and take just a regular chair because her throne did not fit at all, so— [chuckles] And also people keep walking by and looking in to see if it's Cynthia, and it is not, and they are not happy about that. So we can't wait until she comes back. I'm not sure how many of you know, but she's had a couple health issues, but she'll be back online soon. So, with that—oh, and just a couple other housekeeping issues; this training is being recorded, it will be posted online at Older Indians within the next two weeks, we just have to make it accessible to all populations, and then we post it online. And we'll be having questions at the end of the presentation, so please hold your questions until then. Any other housekeeping stuff, Krissy?

KRISSY HUDGINS: The only other thing I could think of is that, when we're covering the PPR today, I believe that the form for the PPR for the new grant cycle was sent out, so you can sort of follow along with that if you would like to.

LESLIE GREEN: Okay. So, as you are probably aware because we've been talking about this for a long time, there is a new Program Performance Reporting form, our new PPR form, that has all sorts of changes from the old form. And as we discussed in last month's webinar on like general grant administration, this form will be used starting with the April 1st, 2020 new grant period. So even though we have grants that are going on right now until March 31st, and the reporting period for this year, the FY19 grants that end on March 31st, that reporting period starts April 1st through June 30th of this summer, you will be using the old PPR form for that. So everything we're talking about today is relevant and urgent because you'll need to start collecting data with this new PPR form on April 1st of 2020, but for this year's reporting, you will use the old PPR form and report in the old reporting system.

But, starting on April 1st, 2021, you'll be able to enter data into our new Older Americans Act Performance System, or OAAPS. It's a much-improved site over our current reporting system. It has new features, like actually providing technical support to you. It has tons of resources about not only how to use the system but how to collect data, information about

quality control, and even the ability to upload your data files, like Excel, directly into the reporting system. So we'll talk about OAAPS today as well, and we will report into OAAPS in the next reporting period, which starts on April 1st, 2021.

KRISSY HUDGINS: So, as many of you know, or may not, but the PPR that we are using in this current grant period was last updated in 2002, and since that time, ACL has heard from tribal leaders about the importance of data and being able to tell a story with that data in Indian Country. And, moreover, ACL wanted to improve the quality of the data that—of the information that we collect from Title VI and Title III for the usefulness of that data, and with regard to Title VI, how important it is to be able to tell a similar story to what we tell in Title III, so being able to better align that data. Also, we heard a lot from Title VI grantees about how annoying it was that it's Information and Referral in Title VI but Information and Assistance in Title III, and they're just a little bit different, so it makes collecting the data more difficult.

So we really wanted to sort of streamline where we were collecting data between Title III and Title VI. And then, also, we really wanted to be able to—in doing that, it helps us with leveraging, targeting, and efficiency, which is what ACL is really focused on in terms of the power of grant-giving. So in order to achieve these goals, ACL really worked to add consistency to the data that's being collected across the Title programs as well as streamlining data collection to lessen grantee burden in the long run. So, for instance, looking at, you know, the UND Needs Assessment and the n4a Title VI data collection, so that we're not asking you the same kinds of questions over and over again in different places.

LESLIE GREEN: Mm-kay, so now we're going to go over the specific data elements of the new Program Performance Report, or PPR, and we're going to start with Part A/B, which is a large part of the report and applies to your Part A/B grants, which covers the nutrition and supportive service programming. Okay, so for simplicity's sake, we'll go in order of how the data elements are laid out in the PPR. So starting with Section A, that you can see here, staffing information, there is no changes to the data elements here. The PPR still asks that grantees report both full-time and part-time staff.

And just for your information, there are a couple things to note with these two elements. First, for someone to be counted as a staff person, the individual must work in a paid position for the Title VI program and be paid at least partially with Title VI funds. And the second key piece is the cutoff between part-time and full-time, which is 35 hours here. If someone works exactly 35 hours per week, then they would qualify as full-time.

Next up is the first portion—next up that we'll talk about is the first portion of the nutrition services section, so that's called Section B. So I would imagine these data elements here look familiar to you, it's congregate meals total number of meals and congregate meals unduplicated number of eligible persons. So to review, a congregate meal is defined as a meal provided to an eligible person at a nutrition site, senior center, or other congregate or group setting. The meal must meet all the requirements of the Older Americans Act and State or local laws, including complying with the USDA HHS dietary guidelines for Americans. And it must provide, if one meal is served, a minimum of 33.3% of the dietary reference intake, or DRI, and 66.6% of the DRI if two meals are served in one day, and it must provide 100% of the DRI if three meals are served for one day.

So, as it says here on the slide and in the new PPR, and nothing has changed here, but we just outline that an eligible person is an elder, 60 years or older, a spouse of an elder, individuals who are providing volunteer services for the Title VI program, a non-elder person with a disability who resides

LESLIE GREEN: All right, so I'll just keep going with the who is considered the eligible person and look for when that comes back to me. So, as we were saying, elders age 60 years and older are eligible, spouses of elders, individuals providing volunteer services for Title VI, or a non-elderly person with a disability who resides at home with or accompanies—er, and accompanies an elder to the meal or who resides in housing facilities that are occupied primarily by older adults. That language is taken from the Older Americans Act.

And the last piece of these data elements that's important for you to understand is the term unduplicated. I know there's almost always a lot of confusion about this. It's so not intuitive, I would say, but what it means is that each individual, no matter how many times—no matter how many meals they receive in one setting, we count them only once. So, for example, if person A receives 4 congregate meals, person B receives 18 congregate meals, and person C receives 12 congregate meals, that would count as only 3 unduplicated people receiving congregate meals and 34 total meals, total congregate meals, but only 3 people.

LESLIE GREEN: So moving on to the nutrition services, the next portion, which is for home-delivered meals. A home-delivered meal is a meal provided to a qualified, eligible person in their place of residence. And those same dietary guidelines that we were talking about for congregate meals, with the one-third of the DRI or the two-thirds or the three—or the 100% of DRI, those rules also apply to home-delivered meals. Okay, so continuing on with Section B, nutrition services, there is one new and one revised data element in the other nutrition services. Nutrition education is now measured in sessions rather than hours. This change better aligns the PPR with the Title III State Program Report, or SPR.

The new element is the total number of people who received nutrition counseling. That data element is pretty self-explanatory, but it will be important to make sure that Title VI participants recognize this one new element in this section and remember to collect it throughout the reporting cycle. It's also important to note that this is total persons and not unduplicated persons. So the total number of nutrition counseling hours is still being collected in addition to the new data element above.

Okay, so moving on to supportive services. Information and Referral was changed to Information and Assistance. And the other revised unit, as you can see on the screen, is outreach; it was changed from contacts, number of contacts of outreach, to total activities of outreach. And in the second section of supportive services, we've added unduplicated number of persons to case management and transportation. Previously, for both of these services, we've collected only the hours for case management and only the one-way trips for transportation.

So we've also removed a couple things here. In the previous PPR, we asked that really generic question about unduplicated number of eligible Indians who received one or more of the supportive services below so that they weren't really lined up with any particular supportive services, we've removed that question, and we've also removed the total number of contacts

for outreach. On this section, the in-home services, we've added unduplicated persons to homemaker and personal care/home healthy. In these services, we previously only asked for the total number of hours, but now we're asking for people as well. On the section—we've also added unduplicated number of persons to chore service and visiting and telephoning services remain the same. We didn't change anything in those fields.

So we have a new data element on the screen, you can see at the top under where it says Other Supportive Services, it says Social Events, so in this, we'd like to know about getting—when you get your elders together for special occasions. So, for example, things like a traditional festival, an intergenerational social function, a cultural function, a holiday meal or something like an elder appreciation day, we are now collecting that data. Health promotion and wellness, moving on to the next one, that used to be units, and now we want to know how many people total you served under this area of service.

We removed Ombudsman because that's a service that should be coordinated and reported through the long-term care Ombudsman program. And, instead, we decided to capture the work that many of your programs do when you visit nursing facilities, so we asked this question about visits to these kinds of facilities specifically. And we also wanted to make sure that you had some space to tell us about the other services that you offer through your program, services that we might not be capturing on the elements that we've discussed on the PPR already. And then, one final thing that we removed was Family Support, the total number of contacts.

Okay, so moving on to a different section; it's called Finance. This is a new section where ACL is seeking to better understand how much it actually costs for your programs to run their meals and supportive services as well as what elements you include in those calculations. So this will give ACL a better idea of how much it actually costs to run your Title VI program, which will make it easier for us and for you to make the case that larger grant amounts are needed.

I know there have been some questions around where the 425 will be reported starting in 2021, and beginning with the grants that start on April 1st, 2020 and end March 31st, 2021, and for those grants, when the reporting period starts on April 1st, 2021, you will report your SF425s, which are your fiscal reports, they're due annually. Currently you report them in our like kind of old reporting system, but for next reporting year, you will report them into PMS, and we will certainly be providing information and training when that changes.

Okay, again, we want a sense of what other funding programs are receiving so we have a sense of how our Title VI programs leverage other funding to support the programming. So, in this finance section, we ask things like whether you receive tribal funds, whether you receive state funds, Title III funds, other grants, or donations, and that's a dropdown where you can choose yes or no for each of those. And we've also added a new section that we're calling Storytelling. It's a space where we want to hear from you about a story about how your program is making a difference in your community. All right, Krissy.

KRISSY HUDGINS: All right! Let's talk about the Caregiver section. Next slide, please. So, as with Part A/B, you'll see that we are asking the same questions about full-time and part-time staff. All things applied, you'll notice that specifically we're looking for staff who are paid fully or partially with Part C funds. And just to note, we recognize that some Title VI programs do

this a little bit differently, so their staff may be completely paid by, you know, tribal funds or something like that, so you may—you can report zeros in here. But just so that you know, this is what we're looking for, are your staff paid—who work 35 hours or more—paid with Part C funds?

In the next section, the caregiver, which is about total caregivers served. And so this is different, these are new data elements. What we realize is that we don't actually know what kinds of caregivers we are providing service to through Title VI, and so what we're asking is just for the number of caregivers by type of caregiver, and so you'll see these broken down as caregivers to elders, an eligible person is an informal caregiver who is 18 years or older and provides services or support to elders based on the tribally-determined age or an individual of any age with Alzheimer's disease or related disorders, such as dementia. And then, elder caregivers to children are informal caregivers who are an elder and provide care to a child or children who are not their own by birth or adoption, and that child needs to be under the age of 18.

And then the last—so that's what we typically refer to as grandparents caring for grandchildren. And then the last category are elder caregivers to adults with disabilities, so an informal caregiver who is an elder and can be the parent of the adult with the disability, so providing care to people who are 18 to 59 years old with a disability. And the disability as defined by the Americans with Disabilities Act as a person who has a physical or mental impairment that substantially limits one or more major life activity, a person who has a history or record of such an impairment, and who is perceived by others as having such an impairment.

Next slide, please. In this section, we updated information services. It used to be information about available services, and this better aligns with Title III, and it refers to public information outreach activities like putting information in a newsletter, having a radio announcement, or producing or sharing a flyer. We also have Information and Assistance, and it now asks for contacts instead of unduplicated people. This better aligns with Title III, and we think it also makes data collection easier for you, also. You know, if I call you seven times, you can count all seven of those calls rather than just counting me as a person once as having been served. So we used to ask for unduplicated people, and so we've updated that in hopes that that makes it easier.

In the next portion of this, we've updated counseling, it used to be individual counseling, and now we have widened it to be you can also include group counseling meetings. And we are—we've always asked for unduplicated people and the number of hours. In support group, we have changed hours to sessions. So it doesn't tie you to a full hour, per se, and this is also in keeping with some changes made in Title III where I guess there were a lot of questions about, you know, if you do a 45-minute session, does that mean—or a 45-minute group—support group, can you count that as a full hour? So just sort of making it session to be a little bit more all-encompassing. And we only ask for the total number of sessions. We're no longer asking for the unduplicated number of people who participated. And then caregiver training is the same.

Here in supportive services, in supplemental services for caregiver, we have updated this quite a bit. Now, in OAAPS, you will see a dropdown box where grantees will be able to add a supplemental service category and then provide the name of the service and the unduplicated number of persons who received that service. So for anything that you want to put in supplemental services, we're asking you for what you call that service, the unduplicated

number, the individual number of people that you served under that service category, and then—or under that service, and then what category do you think it belongs in.

So the categories, you can see here, are home modifications and repairs, consumable items, lending closet, financial support, and homemaker/chore/personal care service, and then there's a category for other because we recognize that we probably didn't capture it all with the previous five. And we're hoping that that provides you all with some more flexibility to be able to share with us all of the different kinds of supplemental services that you are providing to caregivers as part of your program.

The next section is about respite, and so, again, we haven't been keeping track of respite services by type of caregiver that they are provided to, so really we just updated a breakdown of respite care, duplicated number of persons, and total hours by the type of caregiver that the—that respite is being provided to. So, you know, we've always asked for unduplicated number of people and the number of hours of respite provided; now we're just asking you to tell us by type of caregiver, so if it was a caregiver to an elder that you provided respite to or like a grandparent caring for grandchildren, or an elder caregiver caring for an adult with disabilities, which of those caregivers did you provide respite to and how many hours of respite did you provide to those individuals.

And then, like with Part A/B, we've also included a caregiver finance section. The first element is total funds spent on the caregiver program, and then the second is funds spent on respite care. And it's important to note here that the total funds spent on the caregiver program should include the funds spent on respite care. The respite care is really just sort of a call-out. And then we used to ask questions about your coordination activities in providing supportive services to caregivers, and then we also used to ask about standards and quality assurance, that we have removed both of those sections. And that wraps up the caregiver portion of the PPR.

LESLIE GREEN: Thank you, Krissy. Kay, so that—this is Leslie Green at ACL again, and that is so much information about what has changed in the PPR, and we want to help you succeed in using the new PPR, and so Krissy's office, the Office of Performance and Evaluation, has been working to create all these amazing resources. And also the regional administrators, or ACL regional administrators have been absolutely amazing and integral in making sure that these resources are useful for you. So we're going to talk a little bit about those new resources that should help you get ready for the new Program Performance Report.

So there is a document that has a summary of changes. It has a detailed summary of the key changes to the PPR data elements. You can use it to inform changes to your tracking systems, whether that's how you do your recordkeeping, or if you use a larger system, like SAMS. This resource will be available on OAAPS, which is the Older Americans Act Performance System, and we'll show you a little bit about that later. Also, one thing about this one, this document can be printed for reference, and there were two recently posted items on the Older Americans website, and this is kind of like the better version.

So who do you call for help if you need help in understanding the new Title VI Program Performance Report or the new Older Americans Act Performance System? This is another printable one-pager that can provide you with easy, quick resources so that you can know who to call for your technical assistance needs. We also have a frequently asked questions

document that has questions around the revised PPR and the new reporting system. That will also be available on OAAPS. We have an important date reporting calendar for you. It's a printable page that includes the key dates that you should be aware of. The calendar will be available for downloading and printing at OAAPS.

KRISSY HUDGINS: So we keep talking about OAAPS, so we thought we would show it to you and at least give you a sense, especially around the resources that are available. As Leslie said, you know, we've been building OAAPS because we needed a new reporting system for Title VI, III, and VII. And the goal of this web—of creating this system was to have a flexible, user-friendly, and secure system that would improve data structure. Because in this, in OAAPS, there are built-in data checks. So, for instance, if you put in a letter where you shouldn't have, it'll let you know.

It'll also tell you if your values, if the information that you put in, let's say you served 100 people last year, and then, this year, you—by accident—fat-finger it and add in an extra zero, and now it looks like your serving 1,000, it'll tell you that that is a very large change from one year to the next. Now, maybe you have a new cook and word has gotten out about your program and you actually are serving 1,000, you can still write in the explanation, so it doesn't punish you for having a difference. It just lets you know that it's there, which is really nice. The system will improve usability, so you'll still be able to log in online. And you can actually reset your own password, so you don't have to email ACL and then wait for us to talk to somebody else to get that done for you, and you'll be able to do some reports on your own data.

You'll be able to run reports and see how your data have changed in a two-year time period with the explanations as to what the differences were, and then you can even download up to five years of your data to look back at changes over time. And it will actually hold all of your data back to 2009. It'll have what we refer to as your legacy data. This system will always work. I know that our current system sometimes is a little bit less than reliable. And it is vendor neutral, so that's a little bit more for Titles III and VII because they were using like the harmony-based sort of SAM systems. And it's much more secure than the current PPR system that we have.

In our current PPR system, grantees reach out to ACL staff to get accounts set up, and then ACL has to reach out to a system administrator, and all of this will be streamlined in this new system. And essentially what we're doing is taking all of the information from the applications, and we are uploading it into the system, so after the reporting season for this last grant period is completed, so in June—June 30th or July 1st of 2020, everyone who is a Title VI director should be receiving an email that basically says, hey, OAAPS is ready for you, and then you can start your login process. And we will be providing lots of information about that and, you know, step-by-step walkthrough so you don't feel—you know, so that you're prepared for it.

As I said earlier, if you forget your password, you can reset it yourself, and there is a better sort of workflow overall in the system where, you know, your data can get checked in the system. As soon as you turn in your data, you will get an email telling you, hey, your data has been turned into ACL, it has been received. When your data are approved or are being reviewed, you can get notifications about that, and you can customize a lot of those notifications. It'll also tell you like, hey, there's ten days left in the reporting period, you need

to put in your data, and those sorts of things. So it's really going to have a lot of bells and whistles, especially compared to what we have now.

This page, this little screenshot right here, is of the main sort of page of the OAAP System. And the website link that I put in here is so that you can get to what is the pilot site as we finish building the system. You don't have to sign into the section to see the home page or to click in the resources. And once you click into the resources, you can choose Title VI and then get into the Title VI resources. Leslie, could you take me to the next page? So this, for instance, is the resource page for Title VI, and you can see that there are reference materials. We're going to have recorded trainings where, you know, it'll walk you through, for instance, how to do—you know, how to log in and how to get in there. It has like system quick reference guides to sort of pull up that you can have as like printed out and have at your desk.

There are the frequently asked questions that we talked about, technical documents, we'll have things like the actually PPR form, so if you want to print that out and hold onto it, you can. It also has all of the—we have updated the definitions for the PPR. You may be aware that previously we didn't have any definitions for Part C, and now we do. And not only will it have the definition, but it also gives like an example. And those are things that we're always looking on to you for feedback on so that we can update those and make sure that we're keeping those relevant for all of you. So if you have any questions, please feel free to let, you know, Leslie or myself know or your RA.

We're all working very closely together to make sure that we are building the best system for you and getting you the best information. So it's going to have a lot of great stuff in there, and we're really, really excited about it. We have been testing it with Title VI grantees, and we've gotten really overwhelmingly great feedback. Now, granted, we know that what we've been working with up until now hasn't been, you know, super great so we're always looking for more feedback because we do intend to keep improving the system as we move forward. And so I want to make sure that we have enough time for questions. Are there any?

LAURA: Operator, if you could explain to people how to ask questions?

OPERATOR: Absolutely. And we'll now begin our question-and-answer session. If you would like to ask a question over the phone, please press star, then one. Please make sure your phone is not muted when asking your question, and if you need to withdraw your question, you may do so by pressing star, then two. One moment as we wait for our first question. [Pause] And our first question comes from Ana, your line is now open.

ANA: Yes, I was wondering to know, since we're updating the new reporting system, if this was going to be following along with our new Policy and Procedures Handbook? Like is all of this going to be in there, and are we going to get a new Policy and Procedures? Because it looks like it would be hand in hand.

LESLIE GREEN: Yes, yeah, we're currently updating the manual—the Title VI Manual, which is what I'm thinking you're referencing, which covers all sorts of things, not just the Program Performance Report and definitions. But the manual, which I'm thinking should be released by

the conference in August, would certainly include—we would only reference the new PPR and the new PPR definitions. Krissy, did you want to add anything?

KRISSY HUDGINS: Yeah, I totally was going to say this earlier, and I forgot, you know how in the manual there are actually a couple of like sheets of, you know—[audio cuts out]—on how you might collect your data. We're going to have—we're going to update those so that, again, for the new PPR so that you have all of those like data elements and that sort of thing. So, yeah, we're working to put together all of this material. One of the best places to go now while you're waiting for the new manual to be updated would be the OAAPS resources page, and we will be coordinating with the Older Indians website to make sure that, you know, it's easy to get to and that you'll have the same information available everywhere.

ANA: Okay, so we haven't had a chance to go there yet, so are you saying that there would be like new example forms of how to collect the supportive services now like there is in the old manual?

KRISSY HUDGINS: Mm-hmm.

ANA: Okay. Thank you.

KRISSY HUDGINS: We're working on making an Excel version and a word version, and then we can also have a, you know, really static PDF version, but that way—because right now, it's a PDF version, so you can sort of like download it and print it, but we're trying to make ones that you can download and keep on your computer and actually fill out on your computer.

ANA: Wonderful! Wonderful! Okay, and then just, if we have any questions after we look at that, then we can contact you, correct?

KRISSY HUDGINS: Yes.

ANA: Okay, now, one more question; so is there a form like that for Part C also to keep up with the information that they need to collect now?

KRISSY HUDGINS: Mm-hmm, absolutely.

ANA: Okay, thank you!

KRISSY HUDGINS: You're welcome.

OPERATOR: Thank you, and our next question comes from Paula Anderson, your line is now open.

PAULA ANDERSON: Hello, thank you so much for all the information. I am new to this—to the ACL and the whole—all the grants that fall underneath there, and I'm the health services

administrator for the Wichita and Affiliated Tribes, and there is a director over those programs, however, I'm pretty sure she has access to the reporting system. I just needed to know how I can get access to that reporting system for monitoring or, you know, worst case scenario, you know, she's not able to put the reporting in.

LESLIE GREEN: In the new system or in the current system?

PAULA ANDERSON: Probably in the new system because, technically, the—all the ACL programs do not come underneath health, which is what I'm over until April 1 of the new funding year, so I'm just trying to be proactive about it.

LESLIE GREEN: No, that's great. So we have a couple of plans, right, so as I said, all of the—if you were listed in the Title VI grant application, you will automatically be getting, you know, an email that says, welcome to the new system. If—not everybody who needs access to that is automatically listed. Your Title VI director can write to ACL and basically say, hey, I need to add a couple of users, and we can do that for you directly in the system. And there—so, for instance, in the application, a lot of people listed like, you know, their tribal leaders, you know, so they would get access, but not everybody has the same access, right, [chuckles] so they can't like mess with your data but they can see what's going on in there.

Your fiscal person can also look at what's going on because we know that there's—there have been issues, not just with Title VI but also with Title III, on, you know, fiscal and program side being able to work a little bit better together, so we built that in there, too. So we can add users as needed and sort of determine, you know, automatically, for instance, whoever is listed as a Title VI director is going to get, you know, the permissions of being able to enter and submit data. There should only be one person, though, who is allowed to submit data so that there's sort of like an owner for the data, but if it's determined that that person shouldn't be it and it should be someone else, you can let us know, and we can change that. I hope that wasn't confusing or too much information, but basically the idea being that we have the opportunity to add more users in, you just need to communicate with ACL.

PAULA ANDERSON: Oh, yeah, no, no, no, no worries, that great information, it wasn't confusing. So the directors—

LESLIE GREEN: mm-hmm?

PAULA ANDERSON: That's okay, so the director of our program here will need to contact the director of the ACL programs to get me added on as far as like monitoring privileges?

LESLIE GREEN: Yes, and you may already be in there for having those kinds of privileges. But, yes, once that goes out, which won't be until like July 1st of 2020, then you would reach out and say, can I make sure that I have access to this?

PAULA ANDERSON: Okay. And who is the director over that, of the ACL programs?

KRISSY HUDGINS: Oh, Leslie and David get to manage everything—

[Chuckling]

KRISSY HUDGINS: —with the Title VI—

PAULA ANDERSON: Okay.

KRISSY HUDGINS: —OAAPS. [Laughs]

PAULA ANDERSON: All right.

KRISSY HUDGINS: But you can email, you know, if it's a concern, you can certainly be in contact with your RA, they're wonderful resources. And, you know, anything like that, they would definitely bring back to Leslie or whomever to get that set up for you. So you—there can't—there isn't a wrong contact, I guess I should say.

PAULA ANDERSON: Mm-hmm. Okay, thank you so much.

KRISSY HUDGINS: You're welcome.

OPERATOR: Thank you, and our next question comes from Shelly McClinton, your line is now open.

SHELLY MCCLINTON: I just have a quick question. In the past, for the different cluster trainings I've gone to and all of the conferences, when you have someone caring for a disabled adult, it was always explained that they could not be the parent because parents can receive funding from the State when they're caring for a disabled child. Can you tell me, has that changed to where now the Title VI program includes the parents as being a caregiver?

KRISSY HUDGINS: Is that—is it—that's a good question. My reading of the Older Americans Act is that, if they are an adult, that a parent can receive caregiver services . . . to care for—they're caring for that child. I think, generally speaking, and Leslie or anyone else feel free to correct me, I feel that, generally speaking, if you know, for instance, that—we all know that the caregiver amounts are not a whole lot, so if you have, for instance, a parent caring for an adult that has a disability, that if you know that they're not receiving other services, they would be a priority person to provide services to over, for instance, somebody who you know is getting other types of services. Leslie, what do you think?

LESLIE GREEN: Yeah, no, I think you're—I think you said it accurately. Yeah, as long as they meet the definitions that we have in here, I don't know, but you can send us something in writing, too, if you want something in writing back, since it sounds like it's a policy question.

KRISSY HUDGINS: Yeah, because the definition is, adult child with a disability is someone who is 18 years or older, financially dependent on an older individual who is the parent of that child and has a disability.

SHELLY MCCLINTON: And where is that located?

KRISSY HUDGINS: It's in the Older Americans Act, which isn't super helpful to you, but we can definitely send that you to with that information pulled out because the Older Americans Act is huge.

SHELLY MCCLINTON: Right, and I have that pulled up because I was looking for a definition myself. Even this cluster training that I went to, we actually marked out where it says including parents and wrote in excluding parents, those were notes that were taken by three different staff, so that's kind of what I was . . .

KRISSY HUDGINS: Oh. Interesting.

SHELLY MCCLINTON: And I had—I think I was in on a webinar just a couple of weeks ago, or maybe it could be a month ago now, time flies, and I questioned it then, and I never got a response back on it, so that's what I was checking on.

KRISSY HUDGINS: Lacey Bovine, one of the RA's for—or the RA for Region 7 has very helpfully told me that it's in Section 102.3.

SHELLY MCCLINTON: 102.3. Okay!

KRISSY HUDGINS: It would've taken me forever to find that for you! [Chuckles] So thank you, Lacey!

SHELLY MCCLINTON: Okay, thank you so much.

OPERATOR: Thank you, and our next questions comes from Darlene Gardipe, your line is now open.

DARLENE GARDIPE: Hi, I'm just wondering on grandparents raising grandchildren, are they required to provide official documents to be included in the program, like court order or—because there's a lot of informal caregivers for grandparents raising grandchildren.

KRISSY HUDGINS: I don't believe that we—the Older Americans Act does not suggest that, does not recommend that. However, my understanding of how this works is that, if you have policies and procedures particular to your program that want to do something like that, that that would be up to you, but that's not a requirement of ACL or the grant.

DARLENE GARDIPE: Okay, because we, as staff, know who has the children in their home, and while it's not official through the courts, we know they are there.

KRISSY HUDGINS: Yeah, I think—my understanding of the way that this works for Title VI in particular is because there are a lot of those kinds of relationships that it doesn't necessarily have to be a legal relationship. Like, I mean, you know if somebody is care—they have to be the primary caregiver for those children, and if they're living in their house but they are like great nieces or great nephews, that's not something that, you know, we would say, oh, no, that doesn't count.

DARLENE GARDIPE: Right, right. Okay. That's very helpful, thank you.

OPERATOR: Thank you, and our next question comes from Rita, your line is now open.

RITA: Hello, again, this is Rita from the Pueblo of Isleta. My question you may have already answered, I was just a little bit late to the presentation, but I want to clarify whether we submit all data for the services we provide or are we now required to do a cost-per-service and identify the funding and the services that apply only to ACL funding and report only that or, as in the past, do we provide all services as part of our report?

KRISSY HUDGINS: [Sighs] Rita, you always get me with the tough questions.

[Chuckling]

KRISSY HUDGINS: This is a—this is an excellent question. I know with—for instance, with caregiver—I've asked a lot of questions about this, too, and, you know, for the RA's that may be on the line, you may have a much better sense of how this works, for instance, with Title III. My understanding is like, for instance, with Title III for caregiver, the request is to provide all of the services—is to report all of the services that are provided in part with the caregiver money, and those can be in coordination with services that are provided, you know, through other funding. Because we're now asking about—I would say that my rule of thumb would be, if you need to report data on something somewhere else, so, for instance, your transportation services are provided all through like a completely separate grant, you can't then double-report it, you know, to us.

I think that's a fair rule of thumb. Kind of like, if you're getting Title III and Title VI funding for elders for nutrition services, you have to figure out how many people you're serving with that Title III money, and you would report it into Title III, and you have to figure out how many people you're serving with Title VI money and report it in to Title VI. You can't report, you know, the Title VI people into the Title III and the Title III into the Title VI. And—

RITA: All right, thank you.

KRISSY HUDGINS: You're welcome, and I will ensure that we have more of those conversations here at ACL and that we make an official sort of statement about to do that so that that's easier

to follow. Because you have asked that before, and I apologize that we haven't provided you with that information as of yet. So thank you for keeping the fire under my butt, Rita.

OPERATOR: Our next question comes from Nancy; your line is open.

NANCY: Hi, good afternoon. I actually have two quick questions. [Sneezes] Excuse me. The first one, with everything going on with the COVID-19, are we taking any—how are we to take that into account if we have to start postponing some lunches or canceling the lunches for a month or two? Because I already have had a lot of elders worry about what is going on, and we had the health department come out yesterday and speak to them, but I'm sure the questions are going to, you know, keep going on and on. Have we taken into account for, you know, since our new grants start on the first?

KRISSY HUDGINS: Oh, you mean with regard to reporting that information?

NANCY: Uh-huh.

KRISSY HUDGINS: That's—let's say, and ACL doesn't have like an official position on—at this time, anyway—as to how to sort of manage, you know, COVID-19 with regard to services that are provided under our grants, and that would be something for you all to decide how you want to manage that through your policies and procedures at the program level.

NANCY: Okay.

KRISSY HUDGINS: With regard to how to report the data, if there's a huge—well, it's a new grant. If there's a big discrepancy some place, you would just put in the notes, you know, shifted—like, for instance, I wouldn't be surprised if we saw home-delivered meals tick up and congregate meals drop off, for instance.

NANCY: Right.

KRISSY HUDGINS: Just a note that basically says like, you know, for this period of time, we decided to shift our program this way for, you know, these reasons, and that's all. We'll providing also a lot more information on, you know, good variance explanations and that sort of thing, so that's what I would say, you just need to, you know, put in a little note in your data when you enter your data, and that will be fine, so there won't be any issue with that. And I've also learned that ACL is currently working on FAQs around COVID-19 to be able to share.

NANCY: Okay. My next question—

KRISSY HUDGINS: [Unintelligible]—to your data question. [Chuckles] Yeah.

NANCY: No, that's okay. My next question was, so when we start working, I plan on, you know, getting started on my report a lot sooner than [chuckles] probably most, but are we still

using—I was told to use the old format for reporting, or should I start—when should we start using the new format?

KRISSY HUDGINS: You don't start using the new format until—so you will report in the old format and in the old system starting from April 2020 to June 30th, 2020. That's the reporting period.

NANCY: Okay.

KRISSY HUDGINS: But you start the new grant—it's tricky, right, because there's an overlap because you start the new grant starting in April 1 of 2020 and you'll need to collect based on the new data at that point, but you won't report that data until April 1st of 2021. And that's actually part of the reason that we're not opening OAAPS until the end of this year's reporting period because there are concerns that people will start trying to report into—old data into the new system, so that's why. So you'll use the older system and the regular like data that you've been collecting starting April 1st to June 30th, and then, once your—when your new grant starts, you'll start collecting the new data but not reporting it until 2021. Does that make sense? It's—we need like a Venn diagram to better show that, but . . .

NANCY: [Chuckles] Yeah, it's a little confusing, but I get it.

LESLIE GREEN: I know, it kills me! I have—I actually have a Venn diagram in my cube to look at. [Chuckles]

NANCY: Well, I may ask you guys to make some little flashcards for us. [Chuckles]

LESLIE GREEN: I will happily send it.

[Laughter]

NANCY: All right, thank you very much.

KRISSY HUDGINS: You are very welcome, thank you.

OPERATOR: Our next question comes from Sarah; your line is open.

SARAH: Hi, Krissy! This is Sarah from San Felipe.

KRISSY HUDGINS: Hi! How are you?

SARAH: Are you ready for round two of questions? [Chuckles]

KRISSY HUDGINS: I am. I'm ready for ya.

SARAH: So just listening to the beginning part, as far as the financial part, does the reporting now, just looking at the congregate or the nutrition services cost, is that the cost of our meals served multiplied by the number of meals provided like in the year, or is it all the costs associated with the operations?

KRISSY HUDGINS: All the costs associated with the operations.

SARAH: Okay, so that number doesn't have to match the number of meals served, it's just all costs associated?

KRISSY HUDGINS: No. Yeah, so like in there—and there's a—[sighs] so we had a lot of back and forth about this section because what we would ideally like to have is something along the lines of what Title III has for expenditures because that gives us a better sense of being able to say how much it costs to run one of these programs. But, you know, we've had a lot of back and forth about the best way to do that, and so this is kind of a compromised way to get at it, and so you'll see there isn't any like, you know, it should include X, Y, and Z, but there is, if you look at the new PPR, there is an area that says optional explanation of elements included in the amount of funds. So, for instance, if you say that, you know, we've included the cost of our rent, you know, for the facility, and the cost of the food, the cost of, you know, paying our staff, the cost of, you know, electricity, this is what napkins and utensils all cost, all of that stuff can go in there as what it costs to run your program.

SARAH: Okay, so it's not just the raw food element, it's like the entire operation.

KRISSY HUDGINS: Hmm-mm.

SARAH: Okay. All right.

KRISSY HUDGINS: Yeah, because I think we're getting—we're not getting enough credit for how much it actually costs [chuckles] to run these programs, you know, and that the feeling is that the grant amounts aren't commensurate with the amount of expenditure that goes into it. And I know that like, for instance, yesterday, ACL was asked by the Hill, you know, well, if we gave you an extra, you know, million dollars, how many meals would that buy?

SARAH: Not enough(?).

KRISSY HUDGINS: And we don't have the kind of information that we need for Title VI to be able to say like, you know, if you gave us this much, you know, we could buy, you know, these many meals. So it's kind of fuzzy math in that sense, but this would at least give us something more to go on than what we currently have.

SARAH: Okay, and then my next question is along the same lines as far as the cost, I know that we, as program directors, understand, you know, the unit cost per service . . .

KRISSY HUDGINS: Mm-hmm.

SARAH: . . . are you going to provide any guidance on, you know, how to determine that for those that might not already have it and, you know, so that way they're inputting accurate information and data?

KRISSY HUDGINS: Yeah, we can do that. We can start working on suggestions of what that could look like so that there is more to go on. Now I'm going to my hand dandy definitions document to see if we already have some of that in there. I think the way that we write it in the definitions is for, you know, Part A/B spending, funds spent on congregate and home-delivered meals, the total amount of funds from all funding sources for the grant year spent on congregate and home-delivered meals. The total amount should include the total cost of providing meals.

For example, will include costs related to congregate/home-delivered meals, non-supportive services, including money spent on food, delivery, indirect costs, rent, and other applicable costs to providing congregate and home-delivered meals. And we could certainly talk about, you know, as I said before, if, as you're looking at definitions and you find that you still have some questions, we can definitely look at updating some of those so that things are clearer. But, since this is a new section, we'll make sure that, in the FAQs, that those are really called out and that we have some more examples around that.

SARAH: Okay.

KRISSY HUDGINS: Thank you.

SARAH: And then, is there like kind of like a sandbox for OAAPS so that we can go in there and try to get comfortable with it and, you know, play around with it? So, I mean . . .

KRISSY HUDGINS: Yeah, we were going to do that—mm, you know what, Sarah? We decided not to because we were worried about people trying to enter data into OAAPS, that's just a lot of information. You can go there and play around on the home and the resources page but let me talk to the contractor about whether or not, if we sent things out and let people get in but just made it so that they can't enter any data as of right now, if that would work.

I think part of the problem is that because your new grant period technically, as we were talking about in the last conversation, if while we're talking about entering data for the new PPR, that's the same data as the new grant period starts, so technically you could input data in there, and I think that's why we decided to sort of cut it to June 30th, but let me talk to them about that and see if there might be a way to do that. We're definitely going to be having a lot of webinars, walkthrough webinars so that you can see what the system looks like and get kind of a feel for it virtually that way, but I'll ask about the sandbox.

SARAH: Okay. And my last—it's not a question, it's more of a suggestion as far as updating the Title VI manual, I think that you should look at involving some of the Title VI directors to have input on it because who knows better if it's going to work than us.

LESLIE GREEN: Thank you, Sarah. Yeah, thank you.

KRISSY HUDGINS: Definitely. Yeah. And I know that that's something that, yeah, Leslie and Cynthia have been talking about, you know, how to do that. As you know, we do have like some weird constraints about the way the government can ask [chuckles] private citizens, you know, to do some of our work for us, so—[laughs] so we're definitely trying to figure out the best way to do that, but, yeah.

SARAH: But it's all about painting the picture and telling the story, right? So the best way to do that effectively is to communicate with those who are on the front lines.

KRISSY HUDGINS: Absolutely.

SARAH: So I just wanted to throw that out there, but the rest of the questions I had were already asked, so I'm good, thank you.

KRISSY HUDGINS: Thank you.

LESLIE GREEN: And Krissy do you have time for one more or should we wrap up?

KRISSY HUDGINS: I'm actually supposed to be on another call, but if it's—

[Laughter]

LESLIE GREEN: Thanks, I think we'll wrap up—

KRISSY HUDGINS: If it's really quick, I can—[chuckles] yeah.

LAURA: We did have a couple more on the chat, I guess I can just send those to you, Leslie and Krissy—

LESLIE GREEN: Please, please.

LAURA: —and maybe you can respond directly to those—

LESLIE GREEN: Thank you, Laura. Yeah, it's ten minutes over, so we do have to wrap up now, but thank you so much for everyone for joining, and it looks like everyone stayed until the end and then some, so, yeah, be on the lookout for more information, there's going to be tons of stuff coming. Anything else, Krissy?

KRISSY HUDGINS: No, just thank you so much for attending. As Leslie said, we know that there's like a whole bunch of stuff going on, and we really appreciate it. And please feel free to, you know, reach out with any questions that you have. You know, I know that the Title VI

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office, Leslie and Cynthia and everyone there, and then also the RA's are wonderful resources and always happy to make sure that you guys have the information that you need so that this part isn't, you know, horrible, right? Because the important work that you're doing is actually with the elders, so thank you again.

OPERATOR: Thank you for your participation in today's conference. Please disconnect at this time.