

New Title VI Reporting System
October 18, 2017
Speakers: Kristin Hudgins and Fong Yee with ACL/AoA

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

Tara Nokelby: Thank you, good afternoon. Thank you for joining us. My name is Tara Nokelby, and I will be facilitating your webinar today. Today's webinar will be looking at a new Title VI reporting system, and we'll be having Kristin Hudgins and Fong Yee with the Administration for Community Living and the Administration on Aging as our speakers. I will turn it over to Cynthia LaCounte with the Administration for Community Living for a brief message.

Cynthia LaCounte: Good afternoon Title VI and Tribal Health and whomever else is on our call, and thank you Tara. Thank you, Kristin and Fong, for agreeing to do this webinar for us as well. Happy October Fall day everybody. It's a beautiful day here in Alexandria, Virginia and Washington, D.C. I hope it is for you too. This is an exciting venture, this webinar we're going to have Krissy and Song present for you right now. And you have long heard me talking about the pitiful little bit of data that we get from our PPR reports that gives us information, gives us limited information to use here at ACL or to go forward to Congress or other national organizations on your behalf. I think our request for such little information rather than to have implemented this in the past is also kind of indicative of not knowing how to work with tribes or not being sure how to work with tribes and what information we can propose and get. So, I think it's thrilling here that we're able to say, you know to benefit tribes for your benefit as much as ours, we need to require additional information. And when I say to benefit tribes, I really do mean that because from additional information and a little bit more information, that Krissy is gonna talk about, we're going to be able to help you gather additional data about your elders and their needs and the services you provide, and give you tools to better analyze how you're meeting those needs.

So, we're thrilled because I know this increase in information we're talking about is really going to benefit you, and it's really going to benefit us, which then again, really benefits your elders. So, without me rattling on forever, because you guys know I can do that, go ahead Krissy. You're on.

Krissy Hudgins: Thank you, Cynthia. Hi, everyone. I'm Krissy Hudgins, and I'm in the office of Performance and Evaluation, and I'm heading up the Title VI evaluation, and also the redesign of the Title VI program performance report and the PPR reporting system. And I would also like to introduce my awesome co-presenter, whom I believe you all know, Fong Yee. Fong.

Fong Yee: Thank you, Krissy. This is Fong Yee of ACL region 9 in San Francisco. Most of you already heard about me, talked to me, or exchanged email with me, and it is my honor to be here to co-present with Krissy. Please go ahead Krissy.

Krissy Hudgins: Thank you, Fong. So, as many of you know, we are currently in the process of updating the Title VI PPR and the PPR online system, and we need your help. We've been lucky enough to have some conversations with some of you already at the Title VI conference and on the phone, and we're working to implement some of the changes that you've suggested. So, for instance one of the things that people told me at the Title VI conference is that the definitions in the Title VI PPR and in the Title III state program reports, the SPR, are not the same. So, we here at ACL and the Office of Performance and Evaluation have been going through and we're starting our crosswalk, and we're actually going to align those definitions. Frankly, it's good practice for us to have consistency in those definitions, but that definitely came from your input, and it's been really useful, and I think it's going to make our performance indicators, in both Title III and Title VI stronger. And we're also working on learning more about how our Title VI programs are collecting and managing your Title VI data because we are working on putting together a new system. And so, we'd like to make sure that, to the extent possible, we make things as compatible as they can be. So, today the plan for this webinar is basically to tell you a little bit about, reiterating what Cynthia already said, about why we want more data and better data. And then walking through what the PPR system currently looks like, and asking you all to think about data, information that you probably already collect, that we don't actually ask you for, or things that we may ask you for as part of the application process that you think could be part of your annual performance report--something that helps us better tell the story of all the work that Title VI is doing. And then, once Fong has walked through what the current PPR looks like, then I'll talk a little bit more about what the new system is going to be like. And then, we'll open it up for questions and comments. But if you have anything that you would like to put into the chat box before we get to the open discussion period, please feel free to do so.

So, ACL uses the PPR and the FPR to tell the story of how the Older Americans Act dollars are being used. So, for instance, being able to say for instance that in 2014 Title VI programs provided over...transportation services to approximately 816,949 rides to meal sites, medical appointments, pharmacies, grocery stores, and other critical daily locations, or that home-delivered nutrition services provided more than 2.6 million meals to more than 43,000 homebound elders, as well as critical social contacts that help reduce the risk of depression and isolation experienced by many homebound elders. So, when you hear those things, you can hear that those are statements that make an impact because we're telling a story of what the services accomplish, as well as providing concrete data in the form of numbers to drive home the message about how much you get. And that's what Congress wants to hear. That's what people--our stakeholders want to hear. What did you do? And what difference did it make? There are only so many things we can report on, so having this good data to back up our story is really important. But we also feel like we could be, and frankly should be, doing more to tell the stories of what our Title VI programs are accomplishing. And to bring Title VI reporting more on par with Title III reporting, which I know many of you already participate in.

So, here on this slide, I've laid out three areas with some examples that Title III is able to report on--leverage, targeting, and efficiency. So, leverage is essentially, what is the return on investment? So, for every federal dollar the federal government gives to Title VI, they're getting three dollars back from tribes. That shows that we're getting more bang for our buck. With targeting here, what are your elders' characteristics? Are they living alone? Are they living in a remote area? Do they not have personal transportation, or do they not have a telephone? Are they

living with a chronic disease? For those of you familiar with Title III reporting, you know that there's an exhaustive list in terms of the age range of your elders, basically to show if somebody is particularly frail in order to be reaching, providing services to those who most need it. So, targeting, collecting that level of data allows us to better say who we're serving. So, instead of just saying, "We served 120 native elders.", you'd say, "We served 120 native elders, 80% of which did not have a telephone or did not own their own car." And that is a stronger statement about what we're able to do with the Title VI program.

Efficiency is knowing what the average cost of a meal is based on a number of factors, such as food, fuel, or labor costs. So, being able to calculate all of that so that you can say, "In our community for our Title VI program, it cost \$10 on average to provide a home-delivered meal." So, if we were given, if our appropriations were raised, if we were given an additional \$5,000, we could serve an additional 500 meals. But knowing how much each meal costs or each service. So, it could be transportation, congregant meals, home-delivered meals, whatever it may be. If you know the cost of the service, then you can make a better argument about how you can better use resources towards that. So, what we would like to do for Title VI is to push towards this level of reporting. We want to be able to better tell your story, to reflect the good work that you're doing. And we do want to hear from you about what information you are capturing for your own reporting needs that we're not currently asking you for because we know that a number of you are quite sophisticated in your data collection.

So, we have some ideas about what we would like to see from Title VI programs data wise. But we want to know what data are also the most useful for you. So, what has helped you make an argument for greater support from a non-ACL funder. For instance, we know that the ACL funding provided to you is not an amazing amount. So, we know that most of you, if not all of you, have support from other sources, funding support from other sources, whether or not that's in-kind donations or being able to use a space for your congregant meals, whatever it may be. In terms of getting stakeholder buy-in for that, what kind of information do you use that maybe we're not asking for? And that might be something that we would look to try to collect as part of the PPR. So, I also want to talk a little bit about what the process of updating the PPR has been thus far, and then also moving forward. So, our first step was to go to the Older Americans Act to read the legislation, and then our next move was to talk with our Title VI staff, as well as some of the performance measurement staff here at ACL to see what they want to know in terms of being able to put reports together to Congress. And we're compiling those indicators and cross-checking them, and, as I said, based on conversations with many of you, the Title VI directors starting to, as well as our regional staff, starting to crosswalk those with our Title III definitions to make sure that things are on par. Our next step will be then to start sharing draft of what we're thinking with ACL regional office staff, and then with our Title VI directors. And then eventually moving forward to doing a consultation, and then also having a public comment period through the Federal Register Notice. Just so you know that this is a measured process that we'll be moving through for some time. It's not gonna happen tomorrow, and there's plenty of time for dialogue and for your feedback because that is important to us. So, without further ado, I'd like to turn to the PPR as it currently stands, but I would ask you to think about our current indicators and what we use them for, but also what else you might collect data on that you think would be most helpful to maybe include moving forward in terms of designing our new, updated PPR. I have passed the ball to Fong. And, Fong, please take it away.

Fong Yee: Thank you. As Krissy said, I am the history and she is the new generation. So, now let us talk about what the current system is. So, let us first start with the report standard units and definitions. For all those old hands, you've already heard us talk so many times about the unduplicated [inaudible]. So, the unduplicated means unique, and each individual, not [inaudible] okay the eligible person that receives one unit of service counts as one unduplicated person regardless of how many services they received during that year. Each service provided [inaudible] of the unduplicated persons served, and that is information, assistance, home-delivered meals, congregant meals, caregiver support, one-way trips, etc., etc. So, we talk until our face turns blue about what an eligible person is. So, it has to be an elder who is 60 or older or at the age designed by the tribal organization, the spouse of an Indian elder regardless of their age, the individuals who are providing services, during meal hours, as well as the non-elderly handicapped or disabled person who lives at home with or accompanies an elder. I mean who accompanies an elder or who resides in housing facilities occupied primarily by the elders. So, these are the eligible persons.

So, then what about the unit of services, like for the meals served, the congregant meals, one meal served at a congregant meal site by the eligible person that we mentioned in the previous slide for one whole year, April 1st to March 31st. And also, the home-delivered meals, the total number of meals delivered to the eligible persons for the grant year, April 1 to March 31st. We have to emphasize that we only count for 12 months starting from April 1, ending the next March 31st because the meals provided in your PPR's would decide the NSIP awards next year. NSIP stands for Nutrition Services Incentive Program. That's why we encourage accurate numbers of meal counts because that will affect your NSIP awards in the future. And, we also need to know about the supportive services, the numbers that you provided except for the Title III grant for each [inaudible] supportive services. This table, I did it using the information provided in the Title VI resource manual, which you can find from our website OlderIndians.acl.gov website. So, this is very straightforward. One congregant meal is considered as one meal. One home-delivered meal is considered as one meal. Nutrition education, one hour is considered as one unit. Nutrition counseling, one hour equals to one unit, and so forth.

This is a continuation of the report standard units and definitions. Many of you who attended the National Title VI Conference gave us some very good ideas about the new system because on our current PPR system, we do not detail out what is the definition, like chore service, one hour is one unit. So, actually what is chore service? That means providing assistance to persons with difficulties in heavy cleaning, yardwork, walker maintenance, minor home repair, wood chopping, hauling water, and other heavy-duty activities. When the older person is unable to handle, on his or her own, and do not require the service of a trained homemaker or other specialist. So, [inaudible] visiting one contact equals to one unit of service and this includes going to see an elder in order to come forth or help, like reading or writing letters that is called visiting. And one contact is one unit. And telephoning, which means phone the elder in order to check on the elder's wellness or to comfort them. So, one contact is one unit of service. Family support, one contact is one unit of service and the service including provide services to family members who care for an elder, such as counseling or discussing the elder's situation. Ombudsman, [inaudible] one contact equals to one unit of service. This does not apply to all the tribes because this is for the nursing home facilities, and usually it has to be performed by a licensed ombudsman, so we will not go into any details on that. The health promotion and

wellness, one unit equals, one hour is one unit of service per person if it is, say, in a group setting. And the activities included like to improve the mental and physical health of elders, including walking groups, exercise classes, other types of recreation and health education classes on house care.

And all other, including the assessment, which is one contact equals to one unit of service, and this is to collect necessary information about the clients to determine need and/or eligibility for a service. And this may include demographics, health status, financial status, etc. And also, it may include routine tests, such as blood pressure, hearing, or vision, or taking flu shots. Escort service is also parked under other services in part A, and one contact equals to one unit of service. And the escort service means you accompany and personally assisting a client to obtain a service, like taking them to see a doctor, etc. And public information, this includes one hour of translation to be considered as one unit of service, like writing, reproducing, and mailing a program newsletter, writing a newspaper column, or providing a radio/television interview, etc. And also, others including the interpretation and translating. This means you explain the meaning of oral and/or written communication to non-English-speaking and/or handicapped persons, who are unable to perform this function.

So, also on our current PPR, we ask about the staffing information, how many full-time staff you have and how many part-time staff you have. And this is the continuation of the current PPR, and we need to know how many unduplicated people you are serving meals to and how many total meals. You already know what unduplicated number means for the congregant and also the home-delivered elders. And unduplicated means each person gets counted only one time each year in each category regardless of how many services they receive during the year. Again, this includes the spouses, individuals doing voluntary work at the meal sites during meal hours, non-elderly handicapped or disabled persons who live with the elders or accompany the elders to the meal site as well as the spouse of the elders. There is no age requirement for the spouse.

And for the nutrition services, we want to know about the numbers of education, nutrition education you provided, and one hour of nutrition education equals to one unit of service, and one hour of nutrition counseling equals to one unit of service. This is the continuation of the Part A PPR, the supportive services. Again, the unduplicated number of eligible elders who receive one or more of the supportive services below. And again, that is unduplicated. Regardless of how many services the elder receives each year, they still count it as one person. And this is the continuation of supportive services that we already talk about in the previous slide. So, regarding the Part C, Part C is for the [inaudible] caregivers program. We understand that not all of you have the caregivers program. We will do the presentation as well. So, this data information, it also talks about the full-time employees and also the part-time employees that you have.

Again, this doesn't mean you would get more money if you put in more staff. So now, we are on to slide number 18 talking about the caregiver supportive services. So, the information...What is information? Information is a service that to provide to the caregivers, the public, and individual information on resources and services available to the individuals within their communities. One contact is one unit. The assistance is one contact equals one unit. This is the service to assist the caregivers in obtaining assistance. The individual counseling, one hour is one unit, and this is counseling given to the caregivers to assist them to make decisions and solve problems relating

to their caregiver roles. And this includes counseling to individuals in support groups and caregivers training as well. Support groups, one hour is one unit, and that is per person in accounting the caregiver's training. [inaudible] is one hour, I mean, one item is one unit. So, [inaudible] can be like the removal, ramps that you can install at the seniors' house to help the seniors' in and out that will help the elders, I mean the caregivers. And also, like [inaudible] the walking canes, the walkers, as well as like wheel chairs. So, even though the elder or the caregivers checkout one week in one year, that is still considered as one unit.

Caregivers training is also one hour equals one unit. And others, that is supplemental services, and the services provided on limited basis to complement their care provided by the caregivers. This can include, but not limited to, home modifications, assistive technologies, emergency response system, etc. And respite[inaudible]is one hour at one unit, and the services will offer temporary or substitute support or living arrangements for care recipients in order to provide a brief period of relief or rest of caregivers.

Cynthia LaCounte: Fong?

Fong Yee: Yes?

Cynthia LaCounte: I have a question. This is Cynthia. What if you go to Goodwill and rent a wheelchair or a walker for ten bucks, and you can keep it for as long as your client needs it, is that counted the same even though it's not out of our own lending closet? Or how do you count that?

Fong Yee: You are parting me in the program question, Cynthia. So, what is your take of it? I'm a fiscal person, so what is your take, Cynthia?

Cynthia LaCounte: [laughter] I'm asking you. This is actually a question that I get sometimes from providers.

Fong Yee: Well, who pays for the wheelchair?

Cynthia LaCounte: The wheelchair is being paid for--I'm gonna pay for it with my own money because it's only ten dollars, and it's easier than getting it through the tribe.

Fong Yee: Well, if it is not paid by our [inaudible] money, I don't think it can be counted. Am I correct, Cynthia?

Cynthia LaCounte: Well, what if I'm using my staff time and van to go get it? Can it be an assisted service? I'm truly asking because I don't know the answer.

Fong Yee: Yes, I am not...Let us just, let me search on that. Let's put our heads together to discuss it.

Cynthia LaCounte: Yeah, let's talk about that because I know we do that, and when they ask me I'm never sure how to respond. So, we'll find out an answer and post it.

Fong Yee: Okay, thank you. So, we are on slide number 19, Caregiver Support Services, and we would like to hear some descriptions from you about your coordination activities in providing supportive services for caregivers, as well as some of the standards and quality assurances, [inaudible] mechanisms you are using. Sometimes, we receive like a page of your write-up and for the current system, you can only put in three thousand keystrokes including spaces, punctuations, and whatever. So, we are not quite sure whether this is helpful or not, and we would like to hear from you. However, I am not a program person. I am a fiscal person, but I do want to hear some successful stories of how your program runs, so it may be helpful. I don't know, but this is what you can provide you feedback to us. So, now you are tired of hearing from me. And let me get you to the future of ACL. So, Krissy, I am going to pass the ball back to you, so that. Okay, so. Thank you, Krissy.

Krissy Hudgins: Thank you. I just want to say I don't think I would know a quarter of what I know about the PPR without having the input of Fong. So, she's very modest. Definitely knows lots of stuff. So, with regard to some of the changes that we're currently thinking about, and some of this again is based on the conversations that we had at the Title VI conference that just took place in September of this year. So, some of the suggestions were to add in definitions and units into the question. I've heard some folks that they do a lot of having the units, definitions on one page while they fill out the PPR someplace else. So, what we would like to do is sort of add in, so it will say, as Fong was sort of going through the list, for, let's say, individual counseling and caregiver support. And then, it will say one unit equals one hour. That will be right there for you, and then also thinking about making the actual definition of what we mean, for instance, by caregiver training. That would then be something that was easily accessible right there in the system. We would also like to add in some questions that better capture the work that you all are doing. So, for instance, we currently ask around transportation we ask for how many one-way rides you provided. And one of the things that has come up is that we know, for instance, that many of our Title VI programs are quite rural and that just asking for the number of rides doesn't really capture the amount of effort that goes into providing some of those rides or those transportation services. So, asking about what the longest one-way trip looks like, for instance. And so, we're open to suggestions about better ways to capture that. It's also something that Title III would like to start capturing because they also would like to be able to say something a little bit more about what transportation looks like for some of their programs.

Other things are--there are some questions, for instance, that we ask in the Title III application that we think would be useful to know on an annual basis. For instance, how many elders are claimed in the service areas? How many elders are caring for a grandparent are caring for grandchildren? And the number of folks that are caring for an elder? We feel like the more data that we have about what the needs are in our communities, we can say more about meeting those needs or needing more resources to meet those needs. And then, we're also talking about adding in questions around expenditures, which I know can be kind of a touchy subject. This is something that Title III does collect. And, essentially, we want to be able to demonstrate the return on investment that Title VI dollars are getting. Another side note is that we feel like if there is reporting, annual reporting about what the expenditures are, that also helps our Title VI directors have a better sense of the use of their Title VI dollars. I'm sure all of you who were at the annual conference this year remember Cynthia talking about some of our programs leaving money on the table and the need to really spend the Title VI dollars first.

So, that's one of the areas where we would like to collect more data, and that would be, it wouldn't be particularly onerous, we hope it would be around how much money did you spend on congregant meals, how much money did you spend on home-delivered meals, and how much money did you spend on supportive services overall, and that sort of thing. We think that that will really be helpful in allowing us to talk more about what's actually happening with the Title VI dollars.

Cynthia LaCounte: Krissy? This is Cynthia again. One of the reasons that we need that information is, a few years back, Congress was talking about taking five million dollars of our money, and reducing our budget by five million dollars. I went into Jennifer Kosinski, who most of you know, in our office, she works with Krissy, and said, "How many meals were, how many fewer meals will Title VI be able to provide if we lose five million dollars?" And we weren't able to compute that figure because we don't know how much money we're spending on meals. So, to be able to tell Congress, "If you take ten million dollars from us, it's going to reduce our meals by this much." We can't do that. So, when I'm presenting information, or when ACL is presenting information to Congress, we're only speaking in very general terms, and yet we know how, what a huge hardship that would be in Indian country if we lose any money in Title VI. Thanks, Krissy.

Krissy Hudgins: Absolutely, and that's an excellent point. And, you know, it kind of goes back to the much, much earlier slide of what Title III is able to present on that we're not. One of the things that we've been talking about is how to set up a formula to help people figure out the cost of meals for instance, so that you can say, "Well, if we lost this much money, it would directly translate to this loss of programming." Hopefully, we don't have to have those conversations. We'd rather talk about getting more money, but it is a reality that we should discuss.

So, we've talked a little bit about the changing of the actual PPR, that actual Program Performance Report and the indicators, and I do want to hear more from people about that. But I want to put in just a little bit of information about the new system that I had mentioned before that will hopefully make reporting your annual Title VI data easier. So, this is a project that is also happening in the Office of Performance and Evaluation, and we are looking at building a new reporting system for Title III, Title VI, and Title VII. And the aim of doing this is to make a more user-friendly system that helps to minimize data errors by flagging data that is either inappropriate. So, for instance, if you tried to type words into, "How many unduplicated elders you served," it will only accept numbers. So, it will tell you that you need to use numbers. Or if you tried to say that you served 2.3 people, it will say, "Well, you need to use a whole number," so just two or three people. Or if you enter information so numbers that are very different from data that you have used, for instance, previously. So, you'll be able to do some comparisons between reports that you've done previously with a report that you're doing now. So, for instance if you say that you've provided fifty meals last year and this year you are providing five hundred meals, there will be something to let you know that that seems weird. And then, if you insist that you've really seen a one thousand percent increase in meal provisions, there will be an area for you to explain it. So, currently, this is done by many of our regional staff who have a nifty little tool to figure out how to do it. But this will now be automatic, so you'll be able to see that for yourself.

So, as we're still in the process of putting together our performance measure, we're not quite at the building stage of this Title VI system. Title III and Title VII are going before us, so we can learn from their mistakes and, hopefully, have an easier time of putting together a system. As part of this, I've been reaching out to some of you and asking lots of, I'm sure, kind of annoying questions about how you collect your data, how you currently get your...report your data into the current PPR system, how you go about doing that because I had heard a lot from the Title VI conference that many of you are using certain kinds of reporting systems, such as SAMs, and there were a couple of others that were mentioned. And that there was an interest in making sure that it would be easy enough to move your data from that kind of system and just upload it. And so, those are conversations that I hope to keep having with you all so that we can have a system that is responsive to the majority of our Title VI program needs. So, with that being said, I know that there are going to be some of you that either don't feel that it's sophisticated enough or feel that it's too fancy for what you want to be doing. So, if the middle section of you are pretty happy with it, then I will consider this a great success. But I know that we still have folks who prefer to send their data to a regional person to have them enter it, and we're working to make the system as flexible as possible so that we're able to hopefully meet the basic needs of everyone.

Cynthia LaCounte: I want to know how come you only want to serve some of them and not meet all their needs. Isn't that what you said?

Krissy Hudgins: I do want to meet all of their needs. I just don't think I'm gonna make everybody super happy.

Cynthia LaCounte: Oh, okay. I just wanted to check on that.

Krissy Hudgins: We want to meet their needs, but I'm not sure everybody's going to be--I'm sure that there will be some people who feel like it could be more sophisticated, and I'm sure that there will be some people who feel like there will be a few more hoops because ACL as an agency is starting to do things, like you need to have, I think they call it two factor authentications. So, for instance if you want to sign in to a system, it will then ask you if you want a phone call or a text message, and it will send you a code. And then, you need to put in a password and that code, which I think most of us feel like is a little bit like overkill. But that's the way that ACL is moving in terms of security of its systems. So, there are certain things that can't be gotten around, and there are other things that we are still working to make sure that you can still get your data in if you don't have access to a computer, you know what I mean. So, we're working to make it flexible in that sense.

Cynthia LaCounte: And I just want you to know that even though Krissy only wants to please half of you, I want to please all of you.

Krissy Hudgins: If I managed to please everyone, I would be 100% happy. I just don't know that it's possible. I'm ready to be yelled at though, so feel free to yell at me about stuff. And I will do my best to either make it happen or ask lots of questions about why it can't.

Cynthia LaCounte: One of the things I hope programs are hearing are some of our older programs is how nice it is to have other people from the agency, from ACL, involved in leading

the pack on some of these issues, like evaluating us, like helping us determine how best to report our efforts, teaching us how to write grants, teaching us...there are so many things that we had that we're now depending on, coworkers at ACL that it almost feels as if I've gotten additional staff. It's very exciting. Thank you.

unidentified speaker: Krissy, we have about ten minutes left. So, I want to make sure we're giving everyone enough time for any questions.

Krissy Hudgins: Sure. So, I'll just say two things really quickly and they are that we will not implement a new system without providing lots of training and technical assistance. So, you don't have to worry about that. And I see somebody has put a question into the chat about when the changes in reporting will be applied. So, this slide lays out the sort of overall plans for the PPR system. The reporting system timeline. So, you can see that we'll be testing it in October of 2020. So, more than likely, it will be ready for primetime use around 2021. That's the hope. As for the new indicators, so as to the question about when those changes might be applied for reporting. That we should be ready to go in 2020. That's the hope, but that will also be a phased. We've talked about phasing in some of the questions. There will be core questions that need to be answered. But some of the bigger asks in terms of you all updating your data collection. We plan on doing technical assistance with that. And we may take one or two cycles before those are fully implemented. So, I don't want anybody to worry that all of a sudden next year everything is gonna change, and you're going to be expected to upend everything. We're going to be continuing to talk about this process and to be really open about what we're thinking and how we're planning on doing it so that you don't get stuck or caught unaware. And with that, and I apologize, I'll open it up to questions. And let me know what you think.

Operator: Thank you. We will now begin the question and answer session. If you would like to ask a question, please press star 1. You will be prompted to record your name to withdraw your request, please press star 2. One moment please to see if we have any questions or comments.

Krissy Hudgins: Please feel free to also use WebEx chat. If you'd like to enter any questions there, you can either send it to me privately, and I can read them aloud or you can send it to everyone, and I can also read aloud.

Operator: And again as a reminder, if you do have any questions or comments, please press star 1 and record your name. Again, please press star 1.

Cynthia LaCounte: Come on, you guys. I know you have questions and concerns about your reporting form. I would rather hear them now than hear them at the bar on Friday night.

Operator: We do have a question. Janet Underwood, your line is open.

Janet Underwood: Yes, on [inaudible] slide eleven, she was going over the chore services, and it's listed under Part A and B. So, is chore services available for Title VI, and, if so, which part is it under?

Krissy Hudgins: You mean is it available under A? Yes.

Janet Underwood: And B?

Fong Yee: Hi, this is Fong. No, the chores services only applied to Part A.

Janet Underwood: But it is under Title VI Part A?

Fong Yee: Yes, that's correct.

Cynthia LaCounte: Yes, chore services can be done under Part A of Title VI.

Janet Underwood: Okay, thank you.

Operator: Shelly McClendon, your line is open.

Shelly McClendon: Hi, Cynthia, from Chickasaw Nation.

Cynthia LaCounte: Hello.

Shelly McClendon: I have a quick question on respite, how you count your respite care. In years past, and Cynthia you know this goes back way years ago, it was counted by the number of vouchers that were sent through for processing. That's how we always counted our numbers that we turned in on our end-of-the-year report. Now, I'm understanding that it's done by units which are hours that the respite worker has provided. Is that going to throw a red flag if, in the past, we have had a hundred respite vouchers sent through for processing, but, now, all of a sudden, we've got a thousand hours that we're counting?

Cynthia LaCounte: Fong? Or regional staff? And I'm saying that because this sounds like more of a comparison between Title III and VI stuff. Shelly, let's talk about that, and get back to you.

Shelly McClendon: Okay, you have my email.

Cynthia LaCounte: Yeah, I got your email, and I'll post it on Older Indians as well, so everybody knows the answer.

Shelly McClendon: Okay, thank you so much.

Cynthia LaCounte: Thank you, dear.

Operator: No further questions.

Cynthia LaCounte: Well, I'm going to assume that that means that everybody is thrilled that you get to report additional information that you want to start doing it as quickly as possible and that you all know how to do it. Thank you. Krissy, I'll turn it over to you.

Krissy Hudgins: I know that this sounds scary, and we will keep talking about it. We'll keep discussing it. Please, feel free to write me or to call me and to let me know your thoughts. I hear

from, whenever I have conversations with Fong or Cynthia or any of our other regional staff, they often tell me that certain things are wrong or just not possible, and you won't hurt my feelings. I want us to have better data, but I want to do what is possible. And I also know that a little bit of pushing that we can do, back and forth. So, please feel free to reach out to me and let me know your thoughts. I really am open to it. Those are my parting words. Fong, do you want to say anything to close?

Fong Yee: No, but as I said, I am the past history and you are the future. So, please listen to Krissy. Forget what I said. Thank you.

[laughter]

Cynthia LaCounte: You know, Title VI there's so much of the regulations that we really are up for interpretation. So, when you ask us hard questions, we truly do need to go back and do our research and talk it over to find some of your solutions. And that's kind of fun to be able to do. Thank you for calling in. Let any of us know your thoughts and questions as we move on and keep on keeping on. Take care of your elders. Thank you.

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