

October Webinar

OPERATOR: —standing by. At this time, I would like to inform all parties that today's call is being recorded. If you have any objections, you may disconnect at this time. All participants will remain on a listen-only mode for the duration of the call until the question-and-answer session. At that time, if you would like to ask a question, you'll do So, by pressing star-one. I would now like to turn the call over to KRISSY Hudgins. You may begin.

KRISSY HUDGINS: Hi, everyone, this is KRISSY Hudgins. Many of you may know me, I work at ACL in the Office of Performance and Evaluation, and I work very closely with Cynthia and her Title VI team on a number of data initiatives. And today, I also have with me my colleague, Kristen Robinson. Kristen, please introduce yourself.

KRISTEN ROBINSON: Hi, it's Kristen Robinson, and I work with census data a lot, but I'll say it right up front, I'm not a Census Bureau employee, So, I'm going to do the best job I can in the presentation trying to make it a little easier for you to access data.

KRISSY HUDGINS: And so, today, we are really excited about talking about some resources that ACL has for all of you to use, and, primarily, we're going to talk about how to use census data to capture your population for your communities, and that's really important for your upcoming application. And then, also how you can use AGID, which is ACL's sort of data visualization portal, which is a fancy way of saying that's where we put up all of our data So, that you can look at what you've reported in the past. And I want to give credit where credit is due, you know, Kristen has helped put together all of the census stuff and our other colleague, Lan Marshall, has helped me put together the slides on AGID as well around like the user guides and that sort of thing, and we're looking forward to making this available to you.

So, as I said before, a lot of this is sort of focused towards you all thinking about your 2020-2023 grant for Title VI, and without further ado, we shall begin. Also, I apologize, because of the way that we're sharing our screen, if anybody has questions, please feel free to put them in the chat, and we will definitely look at them once we finish, but feel free to do it as we speak. I just can't do those two things at the same time, unfortunately. All right.

KRISTEN ROBINSON: Great. Well, thank you, KRISSY. As KRISSY mentioned, Cynthia asked us here in the Office of Performance and Evaluation to start looking at how to help Title VI grantees better determine their service populations. And, as most of you probably know, this can be tricky using census data, and it's not very straightforward. Many grantees use their tribal enrollment numbers but may be capturing people 60 and over who do not live in the service area, and at the same time, they may be missing people who are being served by the center as American Indian, Alaska Native, Native Hawaiians living in the area, but from a different tribe.

On the other hand, some grantees are using census data, and as we've mentioned, it's not very straightforward, they may be capturing a whole lot of stuff that they shouldn't be. For example, it's not very easy to get to your population 60 and over at this point, So, a major part of what we're going to talk about is how to go step by step into the Census Bureau's website to

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get the numbers that you need. We also want to say that you know your communities best, and you should choose the method that you think will give you the most accurate numbers when you move into the next application cycle. We just want you to have this additional tool at your disposal.

So, this is the Census Bureau's current website, www.census.gov. It is moving to a new portal, which is going to be kind of confusing in the future, but we're going to focus on as it is now because I think it's going to take them a while to get to this new portal. If you're interested, it's data.census.gov. I wouldn't go there now, it's still under—it's still very rough, but in the future, they're going to be moving there, So, we'll just be doing another presentation on how to use that one. So, first step is to go to census.gov, click on Explore Data, and then, click on Data Tools and Apps. As they are moving to a new data portal, they're also phasing out American FactFinder. That is what we always use to find our data, So, that's what we're going to use today, and we encourage you to use it as well.

Step five is you click on Advanced Search—and I'm sorry we're not doing this live, it's just safer to do it in a PowerPoint because sometimes you don't have Internet, sometimes things don't work the way you want them to, but we can do a live demo after this if someone has a specific question. Step six is click on Show Me All. Now it gets tricky. Now is when you really start doing the data mining. So, step seven is you want to click on the left side on Race and Ethnic Groups. The next step is to click on Detailed Groups because you want to know all the racial and ethnic groups that they have and what your choices are. And to get to Code 9, which you really want to get to, you do have to click on that Detailed Groups. So, then you want to go down to 009 because, otherwise, you would just be looking at American Indian Alaska Native population alone.

You want to look at number nine, which is American Indian Alaska Native alone and in combination with other raced groups. I'm sure you already know that approximately 50% of the American Indian Alaska Native population identifies as being more than one race, So, you want to make sure you aren't leaving out anyone. Then you want to click Add, and then, you click Close to get to the next page. Okay. Now we're going to choose our data source, So, you want to click on Topics, and at the bottom of Topics, you'll see Data Set, and you want to click on 2015 ACS Five-Year Selected Population Tables. Now, I realize right under that is 2015 ACS Five-Year American Indian Alaska Native Table. I am not positive, but I think you have more choices with the first one. I think there's more variables to choose from, and I would recommend starting with that, but you can certainly try the other one if you want to.

A lot of this is going to be experimentation to find the data that you need. So, then you click on Close. Okay, now, you want to click on Topics. You want to first click on People, And then, Age and Sex, And then, just Age, and [unintelligible]. Okay, this is the part that we can give you suggestions on how to find the geography that you want, but it's really a matter of playing around and trying to see what they offer and what works best for you. So, step 21 is click on Geographies, and then, you want to click—you'll open the page—be on List, you want to click on Name. So, you want to go So, that you can actually type in names of geography if that's the way you want to search. Another important step is 23, click on All Geographic Types. Because the Census Bureau put some filters in to limit what you see So, it's not overwhelming, but you really do want to see everything they have to offer So, that you can try and get the best numbers for your tribal area.

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So, just a few notes on searching for geographies, it's not simple, it's not straightforward. The easiest way is to type in name of the area you're looking for in the search bar. That probably won't work for everybody, So, then there's a bunch of filters you can try. It provides more options, but sometimes you'll realize that, oh, wait, there's only one result coming up, and you have to go back and try it again because it's just a different way to do it. And as far as I know, there's no easy directions on the Census Bureau's website to help us with this. And then, so, yeah, the last bullet says, in geography filter options, click on Summary Level 250, you'll see 1,066 tribal geographies. We're going to go through an example just to show you how to use the easy one first, and then, perhaps, if you have some questions, we can answer them after the presentation.

KRISSY HUDGINS: And just one other note on the tribal geographies, that for those of you that serve like a reservation community but also outside of that, your search will be limited to just the boundaries of the reservation if you use the tribal geographies, So, something to just keep in mind. Example!

KRISTEN ROBINSON: So, we did some experiments looking at census data, and what some grantees had shared on their last round of applications for their population numbers. We did a mix of using applications that had used census or tribal enrollment numbers to see if we could replicate what folks had put on their applications. For this example, we chose the City of Saxman. So, in the space where it says Enter Geography Name, we typed in Saxman. Then, we typed Go. We were able to get what you see there, kind of in the center of geography results. We picked on the two that we thought were closest to what we needed, Saxman City, Alaska, and Saxman ANBSA(?) Alaska. Then we click Add, and then, we click Close. These are the tables that we have narrowed it down.

We filtered down, and these are the three options, I think—I'm not sure if we actually cut any off, but these are the options that we saw, and we want the first one. The easiest one to look at, Sex by Age. So, we clicked on that, and this is what we got. And this has more age groups than you want, So, what you're going to need to do is to click download. And, again, this isn't as straightforward as you think it would be. You would think you want to use the data, but to get an Excel spreadsheet, you need to click View the Data because then that gives you the option of downloading as a PDF, Excel file, or Rich Text Format. We always use Microsoft Excel because then we can manipulate the numbers. So, then we click that, and we click Okay. Now it's downloading. We clicked Download.

And then, we get this table in an Excel spreadsheet. So, I'm sure many of you have used Excel before, it's just a matter of kind of getting familiar with what you need to do. There's all these little green triangles, in the left corner are the numbers, you have to kinda go on there and click So, that it becomes a number. It's not just a text box. Once you do that, you can delete the age groups that you don't need, although, in your applications, I guess sometimes they do ask you for people younger than 60, but for this example, we did people 60 and over.

So, we went ahead, and we deleted the younger people, and when we added the—it's divided by men and women because it's a sex-by-age table—So, we deleted the younger people, added the men and women together, and for both areas, we got 77. And it turns out, on the estimate for Saxman, they got 73 by going door-to-door canvassing. So, we thought this

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was a pretty good example how the numbers are relatively close, and this would be a good experiment for other Title VI grantees to try to see, if they did canvassing, if the census had similar numbers. And that's the end of my part.

KRISSY HUDGINS: I saw a couple of people raise their hands, and So, I wonder if there maybe are some questions right now. If there's anybody—if we might be able to open up the line before we go into the next portion, is that possible?

OPERATOR: Yes, if you'd like to ask a question, please press star-one from your phone, unmute your line, and record your first and last name clearly when prompted. If you would like to withdraw your question, press star-two. One moment while we wait for questions to queue.

KRISSY HUDGINS: Okay, and then, I also have the chat open, as I'm sure you can see.

OPERATOR: Our first question comes from Nancy. Your line is now open.

NANCY: Hi, I'm very sorry, I missed the first few minutes of the call, so I was kinda lost in everything that you have just done. And my apologies to everybody else, so. I know we're on census.gov, correct?

KRISSY HUDGINS: Yes, correct.

NANCY: Okay, and then, from there, we go to . . . ?

KRISSY HUDGINS: So, if you're at census.gov, then you want to go to Explore Data, And then, Data Tools and Apps, And then, American FactFinder. You have to go down a little bit for it now, I believe. The last time I went in there.

KRISTEN ROBINSON: I think it's alphabetical, so, yeah.

KRISSY HUDGINS: And then, you're going to do Advanced Search and Show Me All. [Technical difficulty] And, you know, after this—sorry, I'm having a bit of technical difficulty—we will be sending this out.

NANCY: Okay, perfect. Thank you So, much.

KRISSY HUDGINS: Can you guys still see my screen, or can you not see anything?

NANCY: No.

KRISSY HUDGINS: No, okay. All right, fun.

OPERATOR: Our next question comes from Rhonda Williams. Your line is now open.

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RHONDA WILLIAMS: I've been unable to see the screen at all. It keeps saying, opening webinar, so that kinda just answered my question, when you said, can you all still see my screen? I'm following you on the census.gov, but we didn't see any of the screens.

KRISSY HUDGINS: Oh, you're doing a great job following us! I'm getting a sign now that says, we may not be able to complete your request at this time because we're currently having problems connecting to the network.

RHONDA WILLIAMS: Well, that's a good reason why. Excellent. Well, we're following along, So, we're at the FactFinder and all that, So, I think we're good.

KRISSY HUDGINS: Oh, good job. Awesome!

RHONDA WILLIAMS: Thank you!

KRISSY HUDGINS: And, you know, we will have our—there we go, you should be able to see it now, for those of you who are able to see, sorry, Nancy. Kristen and I have also our contact information at the end. So, and as we said that, you know, the slides will be made available. I use these awesome slides that Kristen made all the time to help different Title VI programs sort of walk through and figure out which of the census data they think might be the most useful for them for application purposes and that sort of thing. So, that will all be made available for you guys later.

OPERATOR: We do have another question. Our next question comes from Sharla Huckaby. Your line is now open.

SHARLA HUCKABY: So, I was kinda like the lady before me, I was on the wrong call and had to call into a different line, and So, I got way behind as well. And then, my computer started acting up as you were telling her, So, I was trying to follow along, but I'm at the page of the Community Facts now. But if it's easier for you to just go right ahead, I can just review at a later time since it's being recorded.

KRISSY HUDGINS: Okay. That sounds good. If you don't mind—

SHARLA HUCKABY: Yeah, that's fine. I don't want to hold everybody up.

KRISSY HUDGINS: Sure, sure. And as I said, you know, we're happy, at any time, to walk through with folks or to answer questions later.

SHARLA HUCKABY: Okay.

OPERATOR: There are no other questions in queue at this time.

KRISSY HUDGINS: All right, then I'm going to move into the oh-so-exciting world of AGID. All right, So, AGID is another great data resource for you all. AGID stands for the Aging Integrated Database, and it's an online data system that provides access to ACL-related program performance results, surveys, and some other data files. So, essentially, that means AGID houses all of the data for Title III, VI, and VII annual reports, and it also has our census special tabulations, and we have been discussing internally what we would need to do, for instance, to be able to produce some census tables that would automatically give you your 60+ populations, but we're not there yet, so, you know, don't look for them quite yet.

But we are talking about it, because we know that would make it much easier than, you know, giving you this getting into census data in 23 easy steps. [Chuckling] But that's what we have right now. And then, we also have our National Survey of Older Americans Act Participants, our NSOAAP data. So, AGID, I'm going to just give you a little walkthrough because this is your data. AGID, as I said, has state program reports, that's Title III, from 2005 to 2018, and that will have data on supportive service programs, congregate and home-delivered meal programs under Title III. And then, there's also the National Ombudsman Reporting System data from 2000 to 2017, and that has all the information on the efforts of the long-term care ombudsman program as reported by each state. And that usually has information on staffing, facilities, beds, types of complaints, and residents.

I'm not sure if the 2018 data is up yet or—should be soon. And then, we also have Title VI data from 2002 and 2017, and we expect to be able to put your 2018 data up hopefully soon. Not everybody, you may be surprised to know, has actually entered their 2018 data yet. Got 30 missing programs, So, once they get done, then we'll be able to finish it up. And that is actually reported out by grantees. So, if you have had a program in your community, you know, since 2002, you can see your data all the way back to 2002. And then, there's the National Survey of Older Americans Act Participants data, or NSOAAP, and that's from 2003 to 2018, and that really covers sort of service quality and consumer-reported outcomes, So, basically how people feel about the services that they receive primarily through Title III—completely through Title III?

KRISTEN ROBINSON: I think so.

KRISSY HUDGINS: Completely through Title III. And then, we have census data, So, we have the Decennial Census from 2010, then we will have 2020 eventually, population estimates from 2000 to 2018, and the American Community Survey demographic data from 2004 to 2017. There are four different ways, essentially, to access the data in AGID. There's data at a glance, state profiles, custom tables, and data files, and they're all pretty user-friendly. It depends on what kind of data you need or want to see, and that—for our purposes today, I'm going to focus on custom tables because that is the best way to get into Title VI data, in my opinion, which is honestly the only data I really use in here.

So, once you get Custom Tables, you have all of the different sort of databases, and then, if you go down to the bottom on the left, you have Title VI Services by Tribal Organization 2002 to 2017. Once you click on that, you come to this handy-dandy screen. And you can see at the top, you're going to go through Years, Data Elements, Geography, and Results. So, for our purposes here, I chose 2014 through 2017, And then, you need to push Next. In Data Elements here, I have chosen Clients. So, you'll see that the data in AGID occur in what I refer

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to as buckets. So, you can do Clients and see all of these different categories under Clients, or you can do Units or Staffing or Grant Amount.

Unfortunately, at this time, you can't do both Client and Unit. You'll have to do Clients, and then, later, go back and do Units, which is, honestly, kind of annoying, but we're working on fixing that, too. So, that's the first step, and you can choose within these if you want caregiver, support services, or nutrition services or, you know, which elements you want, and then, you would click Next. And then, it takes you to Geography. I believe Stratifiers you can use for Title III, but we don't have any stratifier like—what's an example of a stratifier in Title III, Kristen, like is it race and—

KRISTEN ROBINSON: Yeah.

KRISSY HUDGINS: —and like poverty level and stuff like that, but we don't collect that data for Title VI, So, we don't have those kinds of stratifiers for this data set. In Geography, for this particular example, So, you can do it by all the states for the U.S. totals or you can do it by AOA regions or all tribal organizations, which really refers to you all as grantees. So, for this particular example—and when you do it by states, for instance, it'll roll everybody up into Arizona or Alaska. So, for this example, I chose all the Arizona grantees, and then, I push Next, And then, we get to the result. So, in the results, you can see I have, you know, the clients for congregate meals, home-delivered meals, supportive services, all the way across the board.

If I want to download this data, for whatever reason, there isn't actually a download button, but we do have a Save button, So, if you click that, it will give you the option of—it'll have this pop-up table, you say Okay, like Kristen said earlier, I prefer Excel, So, you can see that that's underlined right here as an option instead of CSV. If you're doing something really fancy with your data and you want to put it into like a statistical software package, like SPSS or STAT(?), you would probably choose CSV, but for most of us regular folks just trying to look at some data, you would choose Excel, And then, you would get something that looks like this. So, this is the table with the results that we asked for, and then, here we can manipulate the data to create charts and graphs and So, on and So, forth.

I personally like to use the graphing option because I'm a visual person, and sometimes I have a hard time telling how different, you know, one thousand is from five thousand, like, you know, they're just numbers and I just see them, and they don't mean a whole lot to me. But maybe that's just me. So, a couple of things, So, what, why did I tell you all of this? Well, it's a nice historical way to get into your Title VI data as, you know, we're aware here at ACL that there is about a 50% turnover rate in our Title VI directors, right? Within the three-year grant period, you often have a pretty high turnover rate, and So, you may not be aware of what happened, you know, with the last director or several years before. So, it can be helpful just to have an idea of, you know, what your program has been reporting.

And along with that, you know, one of the ways that we check the data here at ACL is we do a comparison between what you're reporting, for instance, for this year, for 2018, that we're getting ready to review, and we'll look at what you did in previous years to see if it's kind of on trend or if something has changed a lot. And if it's changed 30% or more, usually we reach out to you and ask you, you know, if your data is correct, you know, if something

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happened, right? Some broader sort of discussion about why data is important, some of you may have heard me say this before, data provides visibility in a lot of ways, right?

Like a lot of decisions are based on data, and I know here on the federal side of things, we've heard a lot from tribal leaders that, you know, they want more data and they want to be able to see, you know, visually see what it is that their programs or communities are reporting out. So, data allows you to not only tell your story but to sort of back it up with numbers. The story is still super important, but, you know, it's kind of like bringing your posse of data to the throwdown So, that you can [chuckles] explain what it is that you're doing. Data can also help you set goals and priorities, right? So, you can see where your community needs are. So, using, for instance, you know, the Mandatory Needs Assessment that you're supposed to be doing in advance of your application coming up, you know, you can look at what it is that your elders are saying are significant needs in your community, And then, you can figure out how to sort of shift your program a little bit here and there So, that you can better meet those needs.

So, essentially, data helps you figure out where you are and what you need to do to get where you want to go. And, as I said, you know, it really provides you with significant backup. So, a funny example is that I wear a Fitbit and my husband does not, and when we both wake up in the morning and we're really tired because we have two little kids, and he'll complain about not getting enough sleep, but I have a Fitbit and it tells me exactly how many hours I slept and how many times I had to get up, So, I have the data and I have a much better argument to make. So, another nice thing about looking at the AGID data is that it allows you to check your data, and you guys should be doing this just with your current data even as you get ready to report it.

You certainly don't need to do this historically, but I pull up this example where I took— So, I took two buckets, right, I took the congregate meals served, which are the units, And then, I took the congregate meal clients, and for all of these different years, I basically took the number of meals and I divided it by the number of clients in order to get the number of average meals the program said they served a year. And then, to see if it actually makes sense because, again, I told you I'm not great at looking at just numbers. You know, these don't mean anything to me in particular, in the blue column, the light blue column on the right. Then I divided it by 52 because that's how many weeks there are in a year. And you can see that the way that these numbers come out, there's no way that this program could say that they are serving meals five days a week. We're only serving every person one meal a week.

Their data is really off. So, it's just a—it's not—you know, obviously, this doesn't account for holidays or, you know, bad weather or other adverse events that may have affected your ability to serve meals, but it's a nice way to just sort of check your data to see if it makes sense. Because sometimes I think, as I said, you know, a lot of you come into programs that have just sort of been counting things a certain way, and it may not be correct. You know, people may just be carrying things over that they shouldn't necessarily be. So, this is a nice way for you guys to think about looking at your data and just making sure that it's making sense, essentially.

And then, one other plug for the importance of good data, this is my example of I was getting ready for a Title VI presentation and I pulled a bunch of data from 2002 to 2015, and all—I had this—if you see the chart on the left, everything was like squashed down at the bottom, And then, there was this crazy spike for staffing, and I could not figure out what was

going on. And then, I had to go back through the entire data set to see what had happened in 2015 that, all of a sudden, there was this crazy spike that basically suppressed all of the rest of the data in the low lines, and I found that one singular grantee, just one grantee had incorrectly reported that they had 30,000 staff.

They just, I guess, fat-fingered that zero, and it threw off the entire data set and, you know, bad on us at ACL for not having caught that earlier, but that's what it was. And so, this is sort of a plea to remind everyone that it's important to check your data and to make sure that you're entering good, accurate data because it can throw off all of our data. After figuring out that that grantee meant that they had 3 staff instead of 30,000, you can see that the numbers make a lot more sense over time. So, much like voting, it's important and every individual does count. And with that, let's open it up for some questions.

OPERATOR: Once again, if you'd like to ask a question, press star-one from your phone, unmute your line, and record your first and last name clearly when prompted. If you would like to withdraw the question, press star-two. One moment as we wait for questions to queue.

KRISSY HUDGINS: I assume you guys are all on AGID right now and the census just plugging away finding stuff.

OPERATOR: We do have one question in queue, but I'm sorry [unintelligible] your question. Your name was not recorded. I have your line open, please check your mute button.

ANNETTA TOWNSEND: Annetta Townsend of the Snoqualmie Indian Tribe in Washington State.

KRISSY HUDGINS: Hi!

ANNETTA TOWNSEND: Hi. Oh, okay, now I forgot my question. But So, my program includes five different counties, So, when you're talking about adding the sites of the places, do I—can we just go ahead and put like what county, different counties that we have to get the information back?

KRISSY HUDGINS: Yes, you would probably look at—you would click a state and you would look at the counties in the state and you'd kind of play around with it to see which ones that you recognize. It's a matter of just getting the right filters in there, but you should be able to get it.

ANNETTA TOWNSEND: Okay, and all of this information that you have showing onscreen, will we be able to just kinda run it again and download it and get a copy of it? I have it written down, but it's So, much nicer onscreen the way you guys have it.

KRISSY HUDGINS: Oh, yes, we'll—

KRISTEN ROBINSON: [Unintelligible] two weeks, I think.

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KRISSY HUDGINS: Yeah, I believe Teya will have all of that ready to be sent to you. And before, actually, we started, we were talking about how to make it a little bit bigger and user-friendly to get back out to you guys. So, that you can have it as a job aid. So, you won't just—you'll have access both to the presentation as it is, and then, also maybe we can make it a little bit bigger and easier to use. But, yes, absolutely.

ANNETTA TOWNSEND: And then, will it come in the form of an email or your information to us online?

KRISSY HUDGINS: I believe Teya usually puts it up on the Older Indians site where you can look up the previous webinars and that sort of thing, but we were also talking about the possibility of, if we make the easier job aids, to make sure that we send out a link with the newsletter reminding everyone so that, as you're getting ready to prepare for the application, that that resource is easy enough to access.

ANNETTA TOWNSEND: Okay.

KRISSY HUDGINS: Yeah, and then, I know the other thing that we've talked about with Cynthia about these numbers is that—and Kristen said this earlier—that you know your communities best, you know how many people you're serving. You know, we've seen programs that will take their tribal enrollment number And then, they'll also keep track of, you know, other Native folks that they're serving in their programs, And then, they had that added in and certified by the tribe because, you know, if they only use their tribal members, they would be capturing people who live off reservation. So, like Cynthia always likes to talk about the fact that she's technically counted [chuckles] in the Turtle Mountain roll(?), but she actually lives here in D.C. So, but then you might be missing a whole bunch of people that you actually serve but are not enrolled tribal members. So, and, you know, similar issues with census, like if people are participating in the census, then you may have an undercount there. So, you know best what numbers probably make the most sense.

ANNETTA TOWNSEND: Okay, thank you!

KRISSY HUDGINS: You're welcome!

OPERATOR: There are no other questions in queue.

KRISTEN ROBINSON: Well, thanks, everyone!

KRISSY HUDGINS: Yeah, you have our emails and our phone numbers are here on the screen, so you know how to reach us if you need some nerd questions answered, we're happy to do that. And hopefully this stuff will get out to you soon and it'll be easy and when the census or AGID changes, we will update these job aids appropriately and get them back out to you.

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OPERATOR: Thank you for your participation in today's conference. All parties may disconnect at this time. [Unintelligible], please standby.

[End of audio]