

Title VI Webinar
Overview and Feedback on the proposed updates for the Title VI Program
Performance Report (PPR)
March 21, 2018
Speakers: Kristen Hudgins, ACL/AoA

Operator: Good afternoon, and welcome to the Title VI webinar. Today's conference call is being recorded. If you have any objections, please disconnect at this time. Your lines have been placed in a listen-only mode until the question-and-answer session of today's conference. At that time, you may press star followed by the number 1 to ask a question. I would now like to turn the call over to Ms. Tara Nokelby. Thank you. You may begin.

Tara Nokelby: Good afternoon and thank you for joining us today. My name is Tara Nokelby, and I will be facilitating your webinar. I apologize with the delay. We are having some issues with WebEx. Today's webinar will be the overview and feedback on the proposed updates for the Title VI PPR from our speaker Kristen Hudgins with ACL, and we'll have assistance from ACL and some of our regional staff. There were handouts that were sent out yesterday. If you did not receive the handout, please feel free to email me at tara.nokelby@teyaservices.com, and I can get those to you immediately. You can also put your email address in the chat on WebEx, and I can also send it that way as well. For all the ACL regional staff on the line, your lines are open to assist the webinar. If you could please mute your line until you speak to prevent any background disturbances. There will be question-and-answer sessions along the presentation. At that time, you can press start 1 to open up your phone line or you may put your question in the chat and I can read that aloud. At this time, I will turn it over to Kristen to begin.

Kristen: Hi, everyone. Thank you so much for joining us today and for taking part in the webinar. I know that many of you are anxious about some of the stuff with regard to the PPR. And I wanted to first start with sort of providing an overview about why we're doing this. So, ACL has heard comments about how important data is in Indian Country, particularly recently at the HHS tribal budget consultation. And we want to be a part of making better data. That is part of what has pushed the impetus of this, moving us along to gather better data, as well as to provide all of you with a better online system to report your data, which is something that you'll be hearing more about in the coming months. The most important thing I do want to share about this new PPR is that it doesn't go into effect until at least 2021, so we will have time to be able to provide training and technical assistance on the new components that are still being decided upon, and that's another important thing. As Tara said, this is an opportunity for you all to provide us with some feedback. Just to let you know, we haven't done all of this in a small federal vacuum. It's been a process that's taken about a year, and my colleague, Beth Michelle, from ICS and I have been working on this and some of you, I'm sure, have spoken to us. We've been doing this with central staff, regional staff, and then also with Title VI directors, and then this is an opportunity for us to have a broader conversation about what we're proposing to put in the new PPR. It's also important to note that beyond this conversation I think we're actually talking about doing yet another webinar since we had some issues with this one. And then we'll also be doing tribal consultation. There will be another public comment period through the federal register notice, and then it will still need to be approved by the office of management and budget. So, it's not just a sort of one and done. It's an ongoing process.

So, what are the changes that we've made? Sort of broadly, we've done a lot to bring our Title VI PPR terms and definitions into alignment with Title III state program performance report definitions and terms. And we have also updated the data units. So, for instance before we used the term "unit" and now we're using things like hours or persons, so that it's a little bit clearer. Previously, we didn't have any Part C definitions, and so we've added those in. And, as I said, this is a work in progress, and we're still looking for feedback from you all. What I wanted to start with today was looking at the definitions. As Tara said, she sent out a number of different documents to you all. One is the proposed PPR draft. One is the proposed PPR draft with essentially what my comments are going to be today. Again, I know not everybody uses WebEx, I wanted to make sure we were being really transparent and everybody had the information that they needed to understand the changes that are being proposed. There's the definitions, and then the update document that I just sort of read from and explained the process here. Here on this screen or if you're looking at your documents, and you go to the definitions, we've updated these. And, if you can look at them, what we've done...you'll see for instance here in congregant meals, the first piece is the actual definition of what a congregant meal is, and then we've also provided some guidance or definition on the actual measure for this question, which the first is the unduplicated number of eligible persons who received one or more congregant meals, and then explaining what we mean by that. For this one in particular, because this question comes up a lot, explaining what an eligible person for a congregant meal is. And then the other measures, the total number of congregant meals served. So, all of those, like the main definition is in white, and the other ones have this sort of blue shading. And we put that together because we thought it would be helpful when looking to see what we mean by certain terms. So, that's just to sort of draw your attention to this.

And then, if we can move into the actual PPR. Tara is that something I can do, or is that something that you need to do?

Tara: It's something you can do.

Kristen: Is it up here? Do I just click that? Like magic. Awesome.

So, let's walk through this PPR. So, you'll notice if you've looked at these documents before or if you're looking at them now, one of the first things that we have added in here. And, to be clear, we have both added and taken things out. At the very beginning when we through everything in the kitchen sink at this process, we had up to 90 different indicators, and we've cut it down to 63, I believe. The first thing that we've added here is volunteers. And this has been added, in part, to put us in line with Title III reporting. Again, it wasn't just a random thing, it's something we did because we'd heard from a lot of Title VI directors who have Title III funding, that it would be helpful to them to not be reporting on completely different things. And also, for those of you who may be wanting to look to start getting Title III funding, this is helping to align your reporting. I see that Cynthia joined. Cynthia, did you want to make any comments at this point? Or shall I just keep going?

Cynthia: Please keep going. Thank you.

Kristen: So, we've added in volunteers here in order to capture the leverage of volunteers serving your programs. And then, next new question. You'll see congregant meals is the same as it's been. Again, moving away from units and adding in persons and meals. Here, you'll see a difference in home-delivered meals. The first two questions are the same, asking for unduplicated number of eligible persons who received one or more home-delivered meals and the total number of home-delivered meals provided. But now, we're also asking for total mileage for the furthest roundtrip meal delivery. And this new question is an effort to collect information that gets at how much work we know a lot of our Title VI programs have to put in in order to, for instance, deliver meals because you have to travel such a far way. We know that's not the case for all, but we wanted to add this in so that we would be able to have that information for, for instance, our reports to Congress. You know one more explaining what our programs are doing, the level of effort that goes into providing these programs.

Down in the section of Other Nutrition Services, you'll see that we have added in Asking for Persons. So, previously we asked for total number of hours of nutrition education, total number of hours of nutrition counseling. Now, we also want to know the total number of people that you served in these two service areas. And this is also in keeping with Title III.

Moving down into Supportive Services, you'll see that we have added...so we've updated the total number of contacts of information and assistance. In the current PPR that you used last year and that you'll use this year, it is information and referral, but we've updated it to information and assistance, again top bring it in line with Title III. But it's defined the same way as it was previously. You'll see that total number of events of outreach. It used to be contacts. We asked for the number of contacts that you had in doing your outreach work, but now it is event. And this is being defined somewhat differently, so events are, for instance, if you had a table at a health fair or some other activity where you were involved and providing information in that way. So, it's not necessarily the number of people that you talk to, but the number of events that you went to and presented information at. So, it could be also public announcements or public presentations, posting newsletters or other media. Those would all count as quote/unquote events in this case.

Another change that you'll see in this section is previously we asked just for total number hours of case management, but now we also want to know how many unduplicated people were served in case management. One thing that we talked about at the last webinar, and I want to give those of you who are on this webinar a chance to weigh in on is we have been talking about potentially updating the term unduplicated to individual. Currently, we use unduplicated and we have defined that as, for instance, the total number of individual people that you've provided a service to. But we have been having some conversations at ACL about changing unduplicated to individual, and I wondered if we could open up the lines to get some feedback. We've gotten feedback for both sides. Some people really don't like individual, and some people do. So, I'd like to hear from this group, your thoughts and feelings.

Operator: Thank you. At this time, if you would like to ask a question, you may press star 1. Again, that is star 1 on your telephone to ask a question. If you would like to withdraw your question, you may press start 2.

I am showing no questions on my end. Again, that is star 1 if you would like to ask a question. One moment please. I believe [unintelligible] You may go ahead.

Unidentified speaker: Sorry about that. I was just saying that individual is better than unduplicated. It helps clarify a little bit for a lot of people and it kind of puts more, I don't know, humanity behind it.

Kristen: Okay. Thank you.

Operator: Thank you. We have another question from Dave Roberts. You may go ahead.

Dave: Hello.

Kristen: Hi.

Dave: Yeah, I'm sorry. I had somebody else sneaking in trying to talk to me. I prefer the unduplicated persons...individuals, supervisor, general manager at the [unintelligible] want me to make a list of all the people I provided services to if I do unduplicated and, not keep it totally secret from everybody, but just get it to the point where it's just persons. Then, I have to make an actual list and actually put it in something I have to submit to tribal council and that's something I'm uncomfortable with. Yes, I like to personalize everything but it's easier for me to deal with it than the other ways. Than to do it unduplicated.

Kristen: Okay. I think we were thinking it's more of...is the word individual clearer or do we prefer the word unduplicated. But I appreciate your point. So, you like the word unduplicated. That works for you.

Dave: That way it's, if I decided to start training somebody to take over my position managing the program here, that way they know they have to keep track of everybody, each individual, individuals just like okay this is a check mark. I've been doing some Excel spreadsheets. It was passed on to me and getting that organized and set up the way I like it. I can enter all the individuals each week. Takes 30 minutes to do that. And then, I just pull the numbers out, unduplicated each month, and that way everything coincides at the end of the year. All the unduplicated go onto this. That way I have a number instead of names, which is...it keeps me having to deal with nosy people when there's tribal council or [unintelligible]...

Kristen: Sure. Thank you.

Operator: And our next question comes from Rita [unintelligible]

Rita: Good morning. This is Rita again. I just wanted to also say that the term unduplicated works for us best. I think that everybody, at least in the ageing network system, is aware of what unduplicated means, and also, it's reflected in our state contract. So, just to be consistent, I'd like to keep it with unduplicated.

Kristen: Okay. Thank you, Rita.

Operator: And again, that is star1 if you'd like to ask a question.

Kristen: Anyone else?

Operator: Star 1 if you'd like to ask a question.

Kristen: I was going to say in the interest of time, I'm going to keep moving through part A/B. I definitely want to open it up to thoughts and comments on...I appreciate all the comments on individual and unduplicated. And in our unscientific poll that we've done in these two webinars, I have to say that unduplicated is definitely winning. So, good to know. Thank you for your input.

Operator: I'm sorry. We do have a few more questions. Would you like to take those quick?

Kristen: Sure. I'm ready.

Operator: Sarah, you may go ahead.

Sarah: Good afternoon, Kristen.

Kristen: Hi, how are you?

Sarah: Fine. How are you? I do agree with keeping the unduplicated term. I think what we need to work on based on new directors that I've talked to is giving a better definition of unduplicated because sometimes the verbiage under the definition can be confusing. I mean to me unduplicated or individual client will work either way, but I think for the sake of new directors coming into programs such as ours, we need to do a little better job at helping them understand because some of us come into these programs with no real orientation at the various levels that serve our programs.

Kristen: Sure. And thank you for that, Sarah. One of the things that we've been talking about doing is I mentioned that this would be part of a new reporting system, and so Beth and I are going to start putting together some good examples that go along with this so that we can...that will be available in the system so it's easier to see, like okay when they say unduplicated, like what do they mean. So, you'll get an example of what that means because we know that some of the it's "governmenty" language and so it's not always really clear, and so to make sure that we make that a little bit more user friendly. So, thank you for that comment.

Operator: And we do have one more question. Karen [unintelligible], you may go ahead.

Karen: Good afternoon, everyone. I agree with using unduplicated because it really defines what we're looking for and individual is kind of not clear, and some might not...will have a hard time with this what the word individual means.

Kristen: Thank you. It's unduplicated for the win then it seems. No problem.

Operator: At this time, I am showing no further questions.

Kristen: Okay, great. Thank you. And thank you, everyone, for your thoughts. We really appreciate it. We do want your feedback on this. So, as I was saying, we're asking for the unduplicated number of persons receiving case management. That's a new question, as well as the unduplicated number of persons receiving transportation. So, in this section of supportive services in the current PPR that you all are using now, we do ask for the unduplicated number of eligible Indians who received one or more of the supportive services. So, technically, we've always asked for the unduplicated number of folks. Now, we're just asking for it to be broken out by service type. And again, this brings us in line with Title III, so you'll see it also for unduplicated number of persons receiving homemaker services, personal care and home health aide, and chore services. And then, everything else in this section is in keeping, is the same as our current PPR. In other supportive services, which is down this way, you'll see that there is a new question, and it is the total number of social events held. One of the components of the Older Americans Act is to increase socialization in elders, and also, we are aware that many of our Title VI programs often hold special events throughout the year, either around holidays, for instance, or elder appreciation days. So, we wanted to be able to also capture that effort on your behalf. So, that's been added in.

And then, I'm going to move to this final...what happened...Tara.

Tara: So, it looks as though, for some reason, the ball got transferred to someone else. So, you since you're the host, you can take it away from them. There you are.

Kristen: I'm not sure how I managed to do that. Thank you. There we go. So, I want to make sure I cover this final section. I assume there will be lots of questions about this in particular, as well as about other things, and I'd like to open it up for questions after I cover this. So, we have added in a finance section. Several years ago, there was a threat to funding for the Title VI program, and what we discovered is that we didn't actually have the information that we needed to figure out how much our programs were spending on meals and other supportive services. Also, when it comes to making reports about what an increase or decrease in funding might mean, we feel that it would be helpful to have a little bit more information about the financial workings of our Title VI programs. And so, I want to make it clear that this section, we've heard back from a lot of Title VI directors that there's concern that they wouldn't need to be able to necessarily answer this--that they would need their finance department to do it. And so, we would make this section, this finance section, would be like an addendum to the 425 portion of the report, and so if you're imagining the online report, what we want to do is have it so that the Title VI director will be able to see all the finance reporting and the finance person will be able to see all the Title VI reporting, so that it makes sharing information back and forth a little bit easier, which in conversations with some of you and your colleagues, we recognize has been an issue. And so, Cynthia, I wasn't sure if you wanted to say anything else here about the finance section.

Cynthia: Hello, can you hear me?

Kristen: Yes. Hello.

Tara: Cynthia, your line is open.

Cynthia: Okay, can you hear me? Alright. So, okay. I just wanted to make sure that the folks could hear me. This finance section is also a section that I'm insisting be in the report. I want all of you sitting at a desk and with all your fancy office supplies all around you, pick up a pen or a pencil and on the nearest piece of paper that you have write this figure. Write \$3,420,929. That's a lot of money, huh? What we couldn't do with that money in our program. Well, that's very close to the amount of money that Title VI programs are returning to the Treasury after the 2014-2016 grants. Over three million of our dollars is going back as if we don't need it. And I know that our elders in your programs desperately need it. What I believe is happening here is that there's not good communication with finance and our directors, or there's a gap somewhere so that we're not spending out these dollars. In my little mind, every month we should spend out about one twelfth of your dollars for the year. If we are not spending close to that amount of money, there's a chance that we could be underspent or overspent, and somehow, we're missing that. So, I think this finance section is one of the most important sections that we're putting in here, and I think this finance section not only provides us with information that we need so that Congress tells us we're gonna be reduced by \$5 million, I can say \$5 million means that we're going to provide X number of fewer meals or X number of fewer respite care caregiver services. So, there's this huge section, and this isn't the last time you're gonna hear me talk about sending money back to the Treasury. Now, I'll go back on mute and be quiet.

Kristen: So, you can see here in this section. The finance section is asking for part A/B spending, what other funds help you support your elder services, and there's tribal funds, state funds, and Title VI funds, the amount of Title VI funds spent on congregant and home-delivered meals, the total amount of Title VI funds spent on supportive services programming. And then, in the next little section is the total cost of the meal. And we're asking for the total cost of congregant and home-delivered meals and we, in the definition section, we do provide a formula for that, which is food plus labor plus other expenses equals the total cost of the meal. So, in that explanation or the formula we also have food being, you can include taxes or delivery, shipping and handling, if that's applicable, labor is including benefits, retirement taxes and other expenses, rent, utilities, supplies, such as cups, plates, napkins, etc., fuel, water, maintenance, and telephone. So, I know this is a big change and so I'd like to open up the line in order to get some feedback on this.

Operator: Again, you can press star 1 to open up your phone lines. One moment please. Caller, you may go ahead. We did not get a name. Caller, your line is open. We did not obtain a name.

Caller: Hello, my name is Stacy Westbury. I'm with the Chickasaw Nation.

Kristen: Hi, Stacy. How are you?

Caller: I'm well, thanks. How are you?

Kristen: Fine, thank you.

Stacy: Okay. our first question we have, I think three different questions. It's myself and Karen Cook. Our first question is: On your other supportive services, where you talked about the social events, what type of events are you talking about because, and the reason that I ask is because at

our centers we have special events for holidays. We have different events, dinners in the evenings or things like that. So, is there a more descriptive or definition for social events?

Kristen: Currently, the way that we have the definition says social events involving a public performance or entertainment of function. For example, traditional festival, intergenerational social functions, cultural functions, holiday meal, or elder appreciation day, etc.

Stacy: Okay.

Kristen: And based on your question though, we can add some additional like examples that would be helpful.

Stacy: Okay.

Operator: And again, that is star 1 if you would like to ask a question.

Stacy: Okay, we have another

Operator: Caller, your line is closed. If you'd like to ask that question again, you may press star 1. Again, if anybody does have any questions, they may press start 1. One moment. Caller, you may go ahead.

Stacy: Yes, our other question we had on the total amount of Title VI funds spent on congregant and home-delivered meals, is that counting Title VI or NSIP?

Kristen: Good question. Cynthia?

Cynthia: I had to take myself off mute. Hi, Stacy and Karen. You wanted to know if the total number of meals includes NSIP or if it's just Title VI funds?

Stacy: Yes.

Cynthia: It's going to be the total number of meals you are providing with all funds as part of your Title VI program.

Stacy: They're asking how much money, so that dollar amount. Would that count Title VI funds or just the NSIP funds?

Cynthia: Title VI funds and NSIP funds. Am I correct, Fong?

Operator: Fong, your line is open, if you want to put yourself off mute.

Fong: Hi, this is Fong. If you look at the screen right now, under the box Total Cost of Meal, it says here "Use All Funding Sources".

Kristen: I think it's the question in the part A/B spending about the total amount of Title VI funds spent on congregant and home-delivered meals. And I believe it's just Title VI funds, but I just wanted to double check that we don't also want them to include NSIP. The NSIP would then be separated out, in which case we should make that clear in our definitions, I think.

Cynthia: And no, it should include NSIP.

Kristen: Okay.

Cynthia: Thank you.

Operator: Thank you. We do have a few more questions. Dave Roberts, you may go ahead.

Dave: Yes, when we do social events like namings or we support weaving class in the afternoons, late afternoons, or sometimes during lunch period, where we have multigenerational, elders, kids, their children or grandchildren, or in some cases, great-grandchildren, that's what we do to support social events. And then we do Super Bowl parties or other sporting events in our big room watching TV. Other times we ask elders to come over and teach us different songs in the afternoon or early evening. So, that's how we take care of our social events in most cases. So, that's how we do it.

Kristen: That sounds good...

Dave: ...letting people know that that's how we're working out our social events support.

Cynthia: Thanks, Dave. I encourage you to keep in good daily contact with Shelly, so if you have any questions she can help you with them.

Dave: Yes, I've had a couple questions for her. Thank you, Cecilia.

Operator: We do have a few more questions. Would you like to go ahead?

Kristen: Yes.

Operator: Sarah, your line is open.

Sarah: So, I'm looking at the A/B spending and the total costs of meals, and I'm understanding the information that you're requesting, but at the same time, I just want to make a comment to state that once this is finalized I think that this whole process should be part of the technical assistance training that we receive so that everybody has a clear understanding of what's expected and how we calculate the cost of a meal. I know that some of it's in the manual that we receive from you all, but being that this whole thing is updated and this is something new that's being added to some of the requirements that we have under the federal funding source, I think that we really need to work hard on training individuals and letting them know what needs to be done. I am really seriously appalled at how much money we're returning because there's a lot of tribes that need that money to support their Title VI programs and I think if we work together in

doing a better job at helping everyone understand the expectations, I think that that money will reduce significantly. And, hopefully, we won't be returning anything back, instead asking for more to support our programs.

Kristen: Absolutely, Sarah. Thank you for that. And I know that Cynthia and Fong, and I believe Dennis, are already working on some training for the finance folks that you all work with, recognizing that the Title VI program involves more than just the Title VI directors. And Beth and I are working on a training and technical assistance plan around the PPR, and we'll be working really closely with your regional staff who you have a lot of interaction with, and also putting together other trainings through webinars and updating materials and providing you all with what you need to be successful. Certainly, we don't want to unleash a new report and not provide the assistance and support to do it well. So, thank you for that comment.

Sarah: And the other thing that I also want to mention is you're asking for the total amount of Title VI funds spent on support services programming, but it's really hard, especially in New Mexico, for us to determine a cost per unit being that we're all located in different rural areas. So, our cost per unit by area is different. We're not all gonna have the same cost per unit because it may be more going north than it might be south. We don't know, but I think that one of the things that we may also need your help on is determining the cost per unit per service so that we can accurately identify the total amount spent on support services and other areas like that.

Courtney: Sarah, this is Courtney.

Sarah: Hi.

Courtney: Hey. I am, Larry and I are going to be working on setting up a training on unit cost methodology with Holly Gruling doing that for us. It'll be about mid-April. And we're gonna do it for all the tribes in Regions 6 and 8.

Sarah: Cool, because I'm already doing my own research.

Courtney: So, we haven't put it together yet, but I've gotten confirmation from Holly, who is our national nutritionist on doing unit cost methodology.

Sarah: And, Courtney, I'm glad that you're on this call because I really do hope that you carry back the message that we gave you at our cluster training regarding the finance issue with our programs and you know helping everybody perform at the same level as far as operations and accurately spending their funds and making sure that we don't return any funds back to the Treasury.

Courtney: Yep, Cynthia and I have talked.

Sarah. Okay, thank you.

Cynthia: And Sarah, this is Cynthia. I am absolutely thrilled at what you said a second ago. I was jumping up and down here. And that, your point that absolutely every single program is

going to have, likely going to have, a different meal cost is absolutely right on perfect. That's how unique those costs are going to be because the costs of running your program and your own reservation and your own area is totally different than anybody else's. So, Sarah, next time I see you I owe you a hug.

Sarah: Okay, I learned from the best. Thanks, mom.

Kristen: ...to get hugs.

Operator: We do have one more question. Rita [unintelligible], you may go ahead.

Rita: Yes, as far as the input on the language you're using within that finance section, and the question was posed about including NSIP. So, maybe the language in there should just be...just take out any of the references to Title VI or NSIP since you want a total of all dollars, right? In the next section, and you say all funding sources. So, maybe there shouldn't be any reference to Title VI or NSIP? Or do you want to separate that much?

Kristen: That was a great question. That's a great question. Well, I think the second question about the...I think the first question about the total amount of Title VI is specific for knowing, for instance, how the Title VI programs are divvying up their funds between, for instance, meals and the supportive services in Part A/B. And then the total cost of the meal sort of recognizes that Title VI funds perhaps, likely, do not cover the full cost of providing meals to your communities. And so, sort of being able to show, for instance, if we're providing ten thousand dollars for a program, and that's what they're using for their meals, but the total cost of the meal, given the formula that we provide here, is actually more like fifteen thousand dollars, you can show that difference. And then, there's...create a push for more funding, assuming that we're not sending three million plus dollars back.

Rita: Alright, so then in the third line of the Part A and B spending, your listing tribal funds, state funds, Title III funds. What if a tribe is getting funds like Medicaid reimbursement. We have a legacy program that is funded by the federal government. Do we add those numbers somewhere? Or that's not required to be counted?

Kristen: I think that, at this juncture, we are not counting it. You know, this section used to have a lot of different stuff in it. We've done a lot of work to try to balance the...what we're asking and what we need. And so, I think, at this point, that wouldn't be included, but it's something certainly that we could talk about a little bit more.

Rita: So, my last question about finance. I believe also that the training is important to, not only look at the finance piece that you're including as a new section, but to also emphasize which services are we definitely reporting to the federal ACL. Are we reporting all numbers, including the ones that we report to for our state contracts? For example, in New Mexico. So, I think it's really important that the new directors understand which numbers they're going to be tracking and reporting to ACL.

Operator: Thank you. And, at this time, I am showing no further questions.

Courtney: Hi, Kristen. This is Courtney. And so, to tag along with what Rita was talking about, we also as ACL need to work on how to report to help the programs that get both, that have both state and/or Title III funding and Title VI funding on how to count that. Like we have done...well forgive me Cynthia. We have done a really poor job in providing guidance to our programs on when they get Title III how to count that. When they get the state funds like they do in New Mexico, so that the numbers are not duplicated across programs. And that is something that we really need to put our brains together and write some good training materials and guidance on that.

Kristen: Absolutely, I think that these are great suggestions. And we can set up an ACL meeting to sort of talk through this and, as you said, we're providing clarification through materials and training. And then also to make sure that we get that into the definitions for Title VI so that people have clarity on what they should report and where. Thank you.

Courtney: Thank you, Kristen.

Kristen: Okay. I'm going to...we have about...six minutes left. I'm going to move into caregiver. Okay, here we go. And forgive me if I go a little bit faster here. I want to make sure that I cover the stuff that we've updated and changed. So, again you'll see we've added in volunteers. Same rationale as in Part A/B being that we want to show the leverage of our volunteer programs. This caregiver characteristic section is new, and this aligns with Title III. We realize that we ask for caregiver by type, for instance in the Title VI application, but we don't do so on an annual basis. So, and we've also not previously asked about unduplicated caregivers providing care for adults 18 to 59 years old with disabilities. That was a subgroup of caregivers that we weren't asking about. So, you'll see in caregiver characteristics we're asking for unduplicated number of informal caregivers 18 and older of elders, and then also adding in individuals of any age with Alzheimer's disease and related disorders, unduplicated number of elders caring for children not their own by birth or adoption. Some grandparents usually under the age of 18...not grandparents under the age of 18, but grandparents caring for children under the age of 18, unduplicated number of elders including parents providing care to adults 18 to 59 years old with disabilities. You'll see this little section underneath auto sum. You'd provide your unduplicated number of caregivers in those different sections and then the system would auto sum your total unduplicated number of all eligible informal caregivers that you served to Part C.

Under caregiver support services, we have...we've added in information, total number of activities of information services provided. And this used to be, or in the current PPR it is information about available services provided. And we were asking, I think, for contacts. And now, we're asking for programs to track their public information outreach activities, such as putting information in a newsletter, radio announcements, putting together flyers, and this is in line with Title III. Total number of contacts of information and assistance. This actually used to be unduplicated people provided information assistance. And so, by changing just to contacts, it will hopefully make that piece of reporting a little bit easier. Unduplicated number of persons who receive case management is the same as in the current PPR, and the...or no, sorry. I think it's maybe unduplicated people and total hours. One of them is new. No, both of these for case management is new, but in line with Title III. Apologies, I'm looking at like four different documents at the same time. And then with services for caregivers...sorry the first line is on this

page. We have the unduplicated number of persons receiving counseling. In your current version, this is individual counseling, and we've changed it to counseling because it's in keeping with Title III. But it also better allows for capturing when you might have group counseling sessions and not just individual counseling. So, we're asking for unduplicated people served and total hours. And then, the other...in this section, everything else here is the same in terms of asking for unduplicated people and hours as in your current PPR. The one difference is the last line here, unduplicated number of persons receiving supplemental services. In your current PPR, we ask for unduplicated people and total number for lending [unintelligible]. By changing this to supplemental services, this allows programs a greater range of services that are provided on a limited basis. So, you'll still be able to count wheelchairs or emergency response systems, incontinence supplies, school supplies, but now also it makes it easier to capture things like home modifications, like handrails or putting in a telephone or building a ramp and so on and so forth. And we're still asking for unduplicated people, but you don't necessarily have to report how many things were given. And this is also in keeping with Title III.

And then in this section, these are the last two things, there's respite care for caregivers. So, in keeping with Title III, we're asking for programs to break out respite care as it's provided by type of caregiver. In the current PPR, we just ask for the unduplicated number of caregivers receiving respite and then the total number of hours of respite. Here, we're asking it by type. So, unduplic-- or the number of caregivers with elders, caregivers of children under the age of 18, and caregivers of adult 18 to 59 years old with disabilities. So, technically, it's the same information just broken out by type. And then, you'll see the autosum here for the total unduplicated number of caregivers and the total number of hours.

And then, last but not least, another finance section. Again, this would be an addendum to the 425 section, which we cannot change the 425, so it will be an addendum section and asking for the total number of funds spent on respite care. And so, I would like to open it up again to questions. I apologize that we're a minute past the hour, but if people are still here and want to ask questions on this Part C or even going back to Part A, please I think it's star 1 to unmute your line or send me a chat or a chat to everyone.

Operator: Thank you. And, once again, that is star 1 on your telephone if you'd like to ask a question. That is star 1 if you'd like to ask a question.

Kristen: I've gotten a chat that there might be a problem with the sound that somebody can't hear. I wonder if that's a problem with everyone.

Operator: Karen Cook, you may go ahead.

Unidentified speaker: I'm sorry. What was the question.

Kristen: Oh, nothing. I know somebody was having a problem with the sound, and then I was worried that nobody could hear me, and I was just talking to myself.

Unidentified speaker: Oh, yeah. We can hear loud and clear.

Kristen: Okay.

Operator: Karen Cook, you may go ahead.

Karen: Yes, on the 3 million plus that was returned, was that just on Part A?

Kristen: Great question. I'm going to ask Cynthia to answer that because I don't know.

Cynthia: I'm sorry. I was on another email. What was the question.

Karen: That shows you how important I am. Cynthia, this is Karen Cook. The question is on the 3 million plus that was returned, was that on Part A or Part A and C?

Cynthia: A and C and NSIP.

Karen: And NSIP?

Cynthia: And NSIP, which thoroughly confuses me because we can only buy food with NSIP. So, why aren't we spending it out and buying all our food? And why aren't we spending our federal money before we spend anybody else's money?

Karen: Exactly. Thank you, ma'am.

Cynthia: You're welcome, dear. Good to hear you.

Karen: Good to hear from you.

Operator: And at this time, I am showing no further questions.

Kristen: If you have questions, you can also put them in the chat box, and I can read them aloud. I'm going to go ahead and put in the chat box my email address and, I guess, my phone number as well if anybody wants to ask any additional questions. I realize that we're running a little bit late on time, so...

Operator: And again, that is star 1 if you'd like to ask a question. At this time, I am showing no further questions on my end.

Tara: Thank you. So, I think that concludes today's webinar. I don't see any other additional questions in the WebEx as well. But I do want to say thank you to Kristen, Cynthia, our regional staff, and all of our participants for being patient with us with the WebEx issues that we are having as well.

Cynthia: Thank you, everyone. Thanks, Tara.

Multiple speakers: Thank you.

Operator: This concludes today's conference call. You may go ahead and disconnect at this time.