



Time Survey Participant (TSP) Training for Random Moment Time Survey (RMTS)



Training Overview

- Section I: Overview of RMTS
- Section II: Responding to Moments
- Section III: Moment Response Examples



Training Goals

- **By the end of this training, participants will understand:**
 - Basics of RMTS and how the Time Survey will impact Local Educational Agencies (LEAs)
 - Responsibilities of a Time Survey Participant (TSP)
 - Why TSP participation in RMTS is important
 - What Clarifying Questions are and how to respond



Section I: Overview of RMTS



California's School-Based Medi-Cal Programs

- School-Based Medi-Cal Administrative Activities (SMAA) Program:
 - SMAA is a federal program that reimburses LEAs for providing **administrative and outreach** activities
- LEA Medi-Cal Billing Option Program (LEA BOP):
 - LEA BOP is a federal program that reimburses LEAs for providing **direct health services** to Medi-Cal students



RMTS Overview

- What is Random Moment Time Survey?
 - A statistical sampling method that estimates the amount of time spent on various tasks (educational instruction, direct medical services, administration, etc.)
 - A web-based system that randomly selects and assigns a “moment” in time (1 minute) to a pre-determined list of TSPs
- RMTS for California's School-Based Programs
 - Both payment methodologies will use RMTS
 - The SMAA Program incorporated RMTS in January 2015
 - The LEA BOP will integrate into RMTS as of **July 1, 2020**



Section II: Responding to Moments



TSP Participation in RMTS

- TSPs with access to e-mail will receive moments via e-mail; TSPs with no access to e-mail will receive hard-copy moments
- As of July 1, 2019, **TSPs will be given notification one student attendance day before their moment** and again an hour before their moment
- A direct link to the secure RMTS website will be provided in the e-mail notification
 - Based on who your district contracts through, the e-mail will be sent from one of the following servers:
 - LACOE - info@fairbanksllc.com
 - LAUSD – rmts@calmaa.hfa3.org
 - LEC or LGA – calec@pcgus.com or calga@pcgus.com

The e-mail subject line will identify your moment:

For example: **Upcoming moment on 11/6/2018 at 9:16 a.m.**

- The e-mail will include a LINK to answer questions about your assigned minute.



TSP Participation in RMTS Hard-Copy Moments

- TSPs with no access to e-mail will receive hard-copy moments
- A hard-copy, paper moment will be provided to the TSP
- The TSP must complete the hard-copy moment and return it to the LEA RMTS Coordinator within two student attendance days to be input into the RMTS system
- **As of July 1, 2019, TSPs will receive the hard-copy moment from their RMTS System one student attendance day before their moment**



Responding to the Moment

- If selected for a moment, the **TSP will receive a notification via e-mail one student attendance day prior to their moment and one hour prior to their moment**
- Each moment is assigned a **unique hyperlink** that must be used to complete the response
 - **A TSP has no more than four student attendance days (96 hours) to complete a moment**
 - TSPs should not delete time survey notification emails until they have completed and submitted their moment
 - If the TSP deletes the e-mail by accident, they should contact their LEA RMTS Coordinator as soon as possible



Responding to the Moment (continued)

- **After the assigned moment has passed**, the TSP will click on the unique hyperlink provided in the notification e-mail and answer a series of questions:
 - **Pre-Question: Were you working at the time of your moment?**
 - Yes, I was working
 - No, I was on a paid lunch or break
 - No, I was on an unpaid lunch
 - No, I was on paid time off
 - No, I was on unpaid time off
 - No, moment was before/after work day

If the TSP selects “No”, the TSP will not answer the next four questions will not be required.

- **Pre-Question (for Cost Pool 1 only): Was this activity being performed pursuant to, or related to, a service listed on a student’s IEP, IFSP or Care Plan?**
 - A plan of care may be a 504 Plan, Nursing Plan, Health Plan, or other plan

TSP selects a response and answer the next three questions.



Answering “Who”, “What”, “Why”

- Answer three questions regarding your assigned **MINUTE**
 - Provide focused answers and be as specific as possible

“Who were you with?”

- Use categories, **do not use actual names**
- Examples: a student, a parent, by myself, the nurse, other job title, etc.

“What were you doing?”

- Be specific, detailed and precise for the one minute moment
- Example: On the phone with a parent answering a question about....

“Why were you performing this activity?”

- Be specific and make it clear to an outside reviewer the purpose of your activity at the moment, and why you did it
- **Do NOT** respond with “Part of my general job duties/responsibilities”
- Your answer should enhance or provide additional information on what you were doing



Clarifying Questions (CQs)

- If a TSP does not provide sufficient information, they may receive a follow-up question (CQ) requesting more information
 - TSPs have **five student attendance days** to respond to a CQ
 - If a TSP is non-responsive to the CQ, only the information provided in the original response will be available to code the moment
 - It is imperative that the CQ is answered so that the appropriate code will be assigned
- E-mail will include the Subject: **'Request for Follow-Up' or '2nd question'**
- E-mail will include a new **unique hyperlink** for the response to be collected in the RMTS system



Supporting Documentation for Moment Responses

- **If a TSP was providing a direct health service at the time of their moment**, they must be able to substantiate their RMTS response, in event of a federal or State audit of direct service activities
 - Documentation to substantiate the moment may include items such as progress notes and treatment logs
 - Consider documentation requirements similar to what you would need to produce for a fair hearing process or litigation
 - If you have questions about these documentation requirements contact your LEA RMTS Coordinator



TSP Reminders

TSPs must complete a moment within four student attendance days allowed (96 hours)

Non-responses will have a negative fiscal impact on your LEA, including all LEAs in your region/consortia

If no response has been submitted, reminder e-mails will be sent daily, or 24 and 72 hours after the moment has passed (pending on the SSP that your district contracts with)

If you are unable to access your e-mail, please notify your LEA RMTS Coordinator as soon as possible



Helpful Tips

- Moments are randomly selected – you may get none, one or several moments in a given quarter
- You cannot respond to a moment until after it has occurred
- **Do not use** acronyms or abbreviations in your response
- If you were on lunch or a break at the time of your moment, provide the following responses
 - Select “Yes, I was working”
 - For all three who/what/why questions write either “I was on my lunch” or “I was on my break”
- Wait for confirmation that your response has been finalized before closing the program



Frequently Asked Questions (FAQs)

1. Why don't I still get five days advance notice of my moment?

The Centers for Medicare and Medicaid Services (CMS) has revised its time study policy. As a result, CMS now requires one student attendance day notification and a four-day response period, after which participants will no longer be able to submit their responses. This change in policy is a control designed to enhance the reliability of time study responses and minimize bias.

2. Do I have to respond to a moment or clarifying question(s)?

Yes, if you have been randomly selected to participate in RMTS this quarter, your participation is required and will only take a few minutes of your time.

3. How long do I have to respond to a moment?

You have no more than **four student attendance days (96 hours)** to respond to the moment. For example, if a moment is issued at 12:00pm on Monday, you have through 12:00pm on Friday to complete the moment (as long as there are no non-student attendance days identified). You do not have through close of business on day four to respond.

4. How long do I have to respond to a clarifying question (CQ)?

You must respond within five student attendance days from when the CQ is issued.



FAQs (continued)

5. **What if I have an e-mail or name change?**

Contact your LEA RMTS Coordinator as soon as possible to have them update your information in the RMTS system.

6. **What if I know I'm going to be on an extended leave of absence or a very long vacation?**

Contact your LEA RMTS Coordinator as soon as possible with those dates so they can notate your absence. Confirm with your LEA RMTS Coordinator once you have returned.

7. **I did not respond to my moment within four student attendance days, what happens now?**

If the moment is not answered within four student attendance days, the moment expires and CANNOT be answered. This negatively impacts your LEA's response percentage, and potentially your LEA's reimbursement, so please respond quickly when you receive your moment!

8. **What if I have additional questions?**

Contact your LEA RMTS Coordinator.



Section III: Moment Response Examples



Response Examples Overview: Improving Insufficient Responses

- The upcoming slides are examples of insufficient moment responses and how they can be improved
 - These initial responses would likely be subject to a clarifying question (CQ)
- As a reminder:
 - Be specific when responding to your moment
 - Do not use acronyms or abbreviations
 - Do not use names
 - Respond to your moment within the **four student attendance days** timeframe



Improving Insufficient Responses - #1

Question	Initial Response	Improved Response
Who were you with?	I was by myself in my office.	I was by myself in my office.
What were you doing?	Answering a phone call.	Answering phone call from a parent and providing her with the address, phone number and hours of a community clinic in her neighborhood.
Why were you doing this activity?	Parent had a question.	The parent had a question about where she could get her children immunized.



Improving Insufficient Responses - #2

Question	Initial Response	Improved Response
Who were you with?	A student's parents and the principal.	A student's parents and the principal.
What were you doing?	At a SART meeting	At a Student Attendance Review Team meeting, listening to the principal explain a program the district has for students who are falling behind in their schoolwork because of attendance issues.
Why were you doing this activity?	One of my duties as an attendance specialist is to attend the SART meeting.	This student is at risk of failing because of repeated absences due to their asthma.



Improving Insufficient Responses - #3

Question	Initial Response	Improved Response
Who were you with?	In the front office with other co-workers.	In the front office with other co-workers.
What were you doing?	Answering phones, making phone calls, assisting students and parents at the attendance window and in the office.	I was on the phone with a parent explaining to her that she should come into the office and register her twins for the 2017/2018 school year.
Why were you doing this activity?	My job.	The family is new to the district.



Improving Insufficient Responses - #4

Question	Initial Response	Improved Response
Who were you with?	On the phone with a guardian	On the phone with a guardian
What were you doing?	Referring her to our family resource center.	Referring a guardian to our family resource center, as she is looking for mental health services for her 16 year old niece who lives with her.
Why were you doing this activity?	To meet her needs.	She is concerned about her niece's behavior—she cries all the time and won't eat.



Improving Insufficient Responses - #5

Question	Initial Response	Improved Response
Who were you with?	I was in my office by myself.	I was in my office by myself.
What were you doing?	I was working on paperwork, answering e-mails, and reviewing my calendar for the day.	I was answering an e-mail.
Why were you doing this activity?	It is part of my job.	One of my teachers wanted to meet with me to begin planning when she goes out on maternity leave.



Improving Insufficient Responses - #6

Question	Initial Response	Improved Response
Who were you with?	The resource specialist teacher, speech therapist, a parent, and 4th grade teacher.	The resource specialist teacher, speech therapist, a parent, and 4th grade teacher.
What were you doing?	We were holding a meeting for an annual review of an IEP for a 4th grade student.	We were holding a meeting for an annual review of an IEP for a 4th grade student. The speech therapist was reporting on the student's progress since starting therapy.
Why were you doing this activity?	Participating in an IEP meeting is one of my duties	We are trying to determine whether the student may need less speech therapy next year due to progress she has made.



Improving Insufficient Responses - #7

Question	Initial Response	Improved Response
Who were you with?	School psychologist, teacher, and secretary.	School psychologist, teacher, and secretary.
What were you doing?	Talking with a homeless father, looking for assistance and resources.	Talking with a homeless father, looking for assistance and resources. At the moment, I was working with the psychologist to provide contact information to the father about a transitional housing program for families.
Why were you doing this activity?	There is a need for housing assistance for the father and children.	The family has been living in a car—need a more stable housing situation so children can get back into a regular school routine.



Improving Insufficient Responses - #8

Question	Initial Response	Improved Response
Who were you with?	By myself.	By myself.
What were you doing?	Reviewing an IEP for a newly enrolled student arriving from out of state to identify special education services he needs.	Reviewing an IEP for newly enrolled student arriving from out of state. Reading a progress report from the sending district on mental health services.
Why were you doing this activity?	To ensure IEP services are arranged and provided on student's first day of school.	To determine whether our school psychologist will need to arrange for more intensive mental health services through our community mental health partner.



Important Reminders

- It is **very important** to respond to each and every moment you receive
- **Not responding** to a moment can **negatively** impact your LEA's Medi-Cal reimbursement
- Responding to RMTS is quick and easy
- Remember to be **SPECIFIC in your responses!**