



CALIFORNIA DEPARTMENT OF
HEALTH CARE SERVICES

School-Based Medi-Cal Programs Random Moment Time Survey

(RMTS)

Quick Reference Guide

What is RMTS?

RMTS is a federally approved, web-based, and accepted statistical sampling method that estimates the amount of time spent on various tasks (educational activities, direct medical services, Medi-Cal administrative activities, etc.). A web-based system randomly selects and assigns a “moment” in time (1 minute) to a pre-determined list of Time Survey Participants (TSPs).

Who Participates in the RMTS?

The RMTS supports two federal claiming programs – the Local Educational Agency Medi-Cal Billing Option Program (LEA BOP) and the School-Based Medi-Cal Administrative Activities (SMAA) Program. LEAs must participate in the RMTS to receive federal reimbursement through the LEA BOP. The only exemption from RMTS participation is LEAs that contract out 100% of their direct health service practitioners. These LEAs will still be required to submit an annual CRCS, but they will not be required to allocate costs using the RMTS Direct Medical Service percentage.

California has two participant pools:

- **Pool 1 - Direct Service Practitioners:** the LEA RMTS Coordinator identifies TSPs who regularly perform and are eligible to bill for direct medical services under the LEA BOP. For Pool 1, contracted direct health service practitioners and employed direct health service practitioners that are 100 percent federally funded will not be included in the participant pool and will not participate in the RMTS. However, if the LEA employs and bills for direct service practitioners that are not 100 percent federally funded, those employed practitioners will be required to participate in RMTS.
- **Pool 2 - Administrative Service Personnel:** the LEA RMTS Coordinator identifies TSPs who regularly perform administrative activities for reimbursement through the SMAA Program. For Pool 2, administrative service contactors will be included in the participant pool and will participate in RMTS.

Failure to participate in RMTS will result in loss of Medi-Cal LEA BOP reimbursement and removal from program participation.

New Participants/Getting Started:

RMTS is administered quarterly, three times a year (October to December, January to March, and April to June). There are three system software platforms used to conduct the RMTS: Public Consulting Group (PCG), Hansine Fisher and Associates (CalMAA), and Fairbanks LLC. LEA RMTS Coordinators will receive login credentials for their respective system software platform and have access to work schedules and contact information for

TSPs in the LEA. RMTS Ccoordinators will also have real-time read-only access to review the codes assigned to each of the moment responses from TSPs.

Completing Your “Moment(s)”:

Step 1: If you are selected to respond to a random moment, you will receive an e-mail **one student attendance day in advance** with the date/time of your moment, along with a link to the survey itself. You may have no moments or multiple moments assigned in a quarter.

Step 2: At the exact date and time of your moment, you should make a mental note and/or write down what you are doing during your assigned minute. You do not have to stop what you are doing to respond to the moment, but make sure you are aware of the “who/what/why” for the activity being performed during the moment. You will only be able to access the link regarding your moment **after** the assigned time has passed.

Step 3: Click the unique link that has been sent to your e-mail address and complete the time survey. You will be prompted to answer the pre-sample question “*Were you working at the time of your moment?*” The following responses are available for you to select from:

- Yes, I was working.
- No, I was on paid time off.
- No, I was on unpaid time off.
- No, moment was before/after work day.
- No, I was on a break.
- No, I was on a paid lunch
- No, I was on an unpaid lunch.

If you select, “Yes, I was working,” you will be prompted to answer additional questions:

- 1) *For Pool 1 Only:* Was this activity related to an assessment or screening, or related to a service that is authorized in an Individualized Education Plan (IEP), Individual Family Service Plan (IFSP), or other service/Care Plan? (Note: A ‘Care Plan’ may be a 504 Plan, Nursing Plan, Health Plan, or other plan prescribing medically necessary services.)
- 2) Who were you with?
- 3) What were you doing?
- 4) Why were you performing this activity?

Step 4: You must submit your completed time survey within **four student attendance days**. Attest that you have accurately completed the moment and click the SUBMIT button.

FAQs

How will I know if I have to respond to a random moment?

Depending on which region you are in, you will receive a series of e-mails from either @pcgus.com, @calmaa.hfa3.org, or @fairbanksllc.com specifying the selected moment. If your district contracts with an LEC, e-mails associated with the RMTS system will come from calec@pcgus.com. If your district contracts with an LGA, e-mails associated with the RMTS system will come from calga@pcgus.com. You may have one, multiple, or no moments assigned in a quarter. For each separate assigned moment, a direct link to the secure RMTS website will be provided in the e-mail notification. The e-mail subject line will identify your moment (e.g., *You have a moment on 11/6/2021 at 9:16 a.m.*). TSPs should not delete time survey notification e-mails 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.

What if I don't know who my LEA RMTS Coordinator is?

If you are unsure who your LEA's coordinator is for RMTS, you can e-mail DHCS at LEA@dhcs.ca.gov. Please include your district's name and city in your e-mail so that DHCS can help you identify your coordinator.

What if I am out sick, on vacation, or on leave during a moment?

Indicate that you were not working at the time of your moment and if you were on paid/unpaid time off.

What if I did not respond to my moment within four days?

If the moment is not answered within four student attendance days, the moment expires, becomes invalid, and CANNOT be answered.

What if I delete my e-mail with the moment link or am unable to access my e-mail?

In addition to the one student attendance day notice, you will receive a notice either one hour prior to your moment or the morning of your assigned moment that will also contain the moment link. If you are unable to access your e-mail or do not receive either e-mail notification, contact your LEA RMTS Coordinator as soon as possible to have the e-mail containing the hyperlink resent to you.

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 the dates, so they can notate your absence. Notify them once you have returned.

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.

What if I am driving to a school location at the time of my random moment?

If you were traveling to/from work, a therapy session, or other meetings, please provide the specific purpose of your travel.

What if I am assigned to a student but they are not in school?

When answering the moment, it doesn't matter who you would *typically* be with during the day. Just respond to the moment indicating who you **are** with and what you **are** doing at the time of your assigned moment (do not worry about your assigned student not being present).

What if I cannot remember what I was doing?

Use your best judgement to recall what you were doing. Review your calendar, meeting and/or service notes. If you absolutely cannot remember, simply record that you cannot remember the activity that you were completing at the time of your moment. In the future, consider setting a calendar invite or alarm just after the time of your moment so that you can jot down what you were doing during your assigned minute. It is important that an accurate response is captured for any future moments.

Tips for Completing a Random Moment:

- ✓ Remember that the RMTS corresponds to **one minute**. Do not be concerned with what you were doing before or after the one assigned minute. Be specific.
- ✓ Since your moment will be e-mailed to you one student attendance day in advance, consider setting a calendar alert near the time of your moment so that you can respond quickly and complete your moment as soon as possible after the minute has passed.
- ✓ If you were engaged in communication at the time of your moment (either in person or via e-mail or on the telephone), please describe the topic of the conversation/communication.
- ✓ Your answers should always be descriptive, but they should not include student-specific information.
- ✓ Before submitting your moment, please review your answers to ensure that they make sense and clearly explain the activity. Avoid using any acronyms or actual names in your response.
- ✓ An insufficient response will be vague and non-descriptive. Note that insufficient responses will likely require you to provide additional detail by responding to a clarifying question. If a clarifying question is asked, you have five student attendance days to respond.

Below are the questions available when responding to your moment:

- 1) Pre-sample question: Were you working at the time of your moment? If you respond with one of the "No" responses, additional questions will not be asked, and the time survey can be submitted. If you respond "Yes, I was working," you will need to respond to the following additional questions.
- 2) For Pool 1 (Direct Service) Practitioners *Only*: Was this activity related to an assessment or screening, or related to a service that is authorized in an IEP, IFSP or other service/care plan?
 - Potential responses: Yes, No, Not Sure.

- Answer 'yes' if you were doing an activity related to an assessment or screening, or the activity supports a service in a student's IEP, IFSP or Care Plan. A 'Care Plan' may be a 504 Plan, Nursing Plan, Health Plan, or other plan prescribing medically necessary services.
- Answer 'no' if the activity is not related to an assessment or screening, or a service listed in the IEP, IFSP, or Care Plan.
- If you don't know whether the activity was related to a student's care plan, select "Not Sure."

3) Who were you with?

- Examples: A student; a group of students; the district speech pathologist; a parent; a social worker, a teacher, a health aide, the IEP team.
- Use categories, not actual names.
- If no one was with you, respond that you were alone.

4) What were you doing?

- For your response, be specific and provide detailed and precise information for the activity that you were performing during the one-minute moment.
- "Direct Medical" activities include the services you provide related to covered LEA BOP services. This includes the actual service time, as well as administrative activities that are an integral part of or an extension of a medical service (e.g., patient follow-up, patient assessment, patient counseling, patient education, patient and parent consultations). Direct medical activities may also include services that are not covered under the LEA Program, such as administering first aid. Examples of direct medical services include providing individual speech therapy; setting up for a therapy session; helping a student with mobility issues board the bus to go home; assisting a student with toileting; and providing group occupational therapy.
- "Indirect Medical" services support the provision of covered LEA BOP services. Examples of indirect medical services include pre-and post-service time to set up or take down treatment service supplies or equipment; preparation of progress notes; completion of notes in the Medi-Cal billing software; translation of session notes; planning activities for the patient therapy session; travel to/from the treatment session; completion of billing activities.
- Medi-Cal administrative activities support efforts to identify and enroll potential Medi-Cal eligible students and support the provision of medical services covered under the state plan. Examples of Medi-Cal administrative activities include assisting parents to apply for Medi-Cal for their child; referring a student to medical, mental health, dental, or substance abuse services; gathering information to make the referral, coordinating the delivery of the services, and following up on the referral; meeting with others to review the need for, or progress being made in, a specific service; arranging for transportation or translation related to a Medi-Cal service; participating in program planning, policy development, and interagency coordination around Medi-Cal services. Administrative activities include

travel, paperwork, clerical activities, and initiating and responding to e-mail and voicemail related to Medi-Cal services.

5) Why were you performing this activity?

- Be specific and make it clear to an outside reviewer the purpose of your activity at that moment.
- Examples: Because the student’s disability prevents them from doing the activity on their own; Because it’s part of the student’s therapy goal; Because speech is an IEP prescribed service for this student; Because a parent called and asked a question about their child’s progress.
- Do not respond: *“It’s part of my job”, “It’s in my job description” or “It’s part of my general job duties.”*
- Providing a detailed response will help assign the moment to the correct activity code.

Examples of “Who”, “What” and “Why” Responses

Question	Initial Response	Improved Response
Who were you with?	A student	N/A
What were you doing?	Therapy	I was providing integrated speech therapy in a small group of students
	On the phone	I was on the phone following up with a parent to find out if they had been able to make an appointment with a local clinic for their child’s chronic headaches
	Driving	I was traveling to attend a student’s IEP meeting
	Planning	I was preparing materials to use in an occupational therapy session with a student
	I did not see my student today - they were absent	I was sending an e-mail regarding a student’s academic record
	I was sending an e-mail	I was providing information via e-mail to a parent concerning our free lunch program
	Arranging transportation	I was arranging regular transportation to / from school for a new student in our district
Why were you performing this activity?	The IEP	To work on the student’s goals per their IEP
	To help a student	To help a student access mental health services for depression and anxiety
	Required paperwork	It is required that I document services provided in a treatment log
	I need to assess the student	The student requires an initial IEP and I have to assess the child
	It is my job	Conducting a physical therapy session with a student per their IEP