

# NIRS Data Coordinators Meeting

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November 15, 2015

## Meeting Notes

### 1. Welcome and introductions

- Magnifying glass is the new logo for NIRS.
- Feedback about the data coordinators meeting overlapping is important for future planning purposes.

### 2. UCEDD topics, Pamela O'Brien with AIDD presenting

#### a. Status of FY 2015 PPRs

- Quality review system 3 tiered model – tier 1 – Annual PPR desk review (compliance and outcomes), tier 2 – Periodic in-depth compliance & outcome (desk review & site visit). Either one of first two tiers can trigger a red flag. UCEDDs have had very few red flags. Tier 3 – on-site registration for red flag programs.
- ACL is now hosting UCEDD data at [http://www.acl.gov/Data\\_Outcomes/Index.aspx](http://www.acl.gov/Data_Outcomes/Index.aspx)
- We have finished our review of the PPRs. We are in FY 2016, but the data we have up to now is FY 2015. FY begins and ends in October.
- Preliminary review of data – no outliers means reliable data.
- Government data breach and tighter security have negatively affected access to offsite work. Intermittent access. May cause delays.
- Preliminary PPR Results:
  - More research, more model services, fewer technical assistance participants
  - Training numbers are down by 8,272. Continuing education and community training also going down.
  - Overall number of trainees remains stable.
  - Initial outcome measure – There has been an increase in knowledge. 86% response rate, 97% agree. Possible info about where TA is needed or not.
  - Over 36% of people with DD are receiving services from former UCEDD trainees

#### b. PPR reporting in the near future

- Improve diversity data on leadership, faculty and staff. LEND already collects this info. The PPR doesn't. We are going to start doing that
- New evaluation measures for the 5 year close-out report in Tier-2 Review Process.
- Trainees mirror makeup of management and staff.
- Fewer women involved as management, more as trainees.

- Recruiting outside social science. Ex. Engineers who work on assistive devices.

**c. Reporting social media efforts**

- Some grantees are reporting social media as products. What did the people report on?
- Website is separate than electronic media in products produced by UCEDDs data.
- Are we counting Facebook posts about products, etc. count towards products?
- Electronic media generally includes unique posts and tweets that are initiated by the UCEDD, not the larger university or specific to one of the 4 core functions
- Social media and accessibility problems. Ex. how do you add an alt tag to a tweet for blind users?
- Fed wants a meeting of UCEDD data coordinators and research directors who are interested in weighing in on electronic media for guidance, best practices development.
- Is this a new product or an old product? Evolving product.
- Consider separating from projects that we do. Count per subject for data purposes
- Counting all tweets independently may be cumbersome.
- Do we record social media pages as a new product every year? Yes seems like the consensus.
- Number of followers may be a useful metric for success
- UCEDDs should be encouraged to have their own social media sites. Some universities do not permit UCEDDs to have separate websites. Potential problem for UCEDDs. Federal guidance on the topic would be helpful.
- Customer service data helps compliance review in terms of accessibility
- Web based product definition is probably underreported because main site products aren't counted. May need to be adjusted.
- The definition of web based product is pretty subjective right now. Needs to be more concrete to fix possible underreporting problem.
- AUCD and AIDD to work together to develop a survey that will be sent out to Data Coordinators. The survey will allow Data Coordinators to provide their feedback on how they use social media, and suggestions for how to report this.

**d. UCEDD's website satisfaction survey**

- Helps in compliance in review. Does the UCEDD have an accessible website, survey at least 50 people.
- 36% response rate
- Overall people were satisfied with UCEDDs.
- Getting accessibility reporting for sites may be a good idea.

**3. Discussion of common topics, Corina Miclea Rotsko presenting**

**a. Online learning modules and orientation sessions**

- Goals:
  - Replace in person orientation because only hosting in-person orientation annually makes training people a lot more difficult. Online allows greater reach, greater attendance, no travel costs.

- Learn to use NIRS – People can go through the topics at their own pace. The in-person orientation was a lot of info at once.
- Consolidating resources on a topic makes it easier for training, information searches. People can just go to the module and find all they need for a topic.
- Advantages:
  - Year-round availability. Anyone can access them at any time they want to engage in the orientation.
  - Improved learning outcome – Gives more time to understand material for people
  - Cost savings
  - No attendance limitation, not restricted just to data coordinators
  - Staff training
  - Refreshers
- How to access modules:
  - Option on NIRS Resources page and standalone option on NIRS menu.
  - Module structure lists all modules available to data coordinator. Listed in order of importance.
  - A link is provided for each module. You have to register for each module independently. Required by Adobe Connect. No way around it, unfortunately.
  - Programs section explains which program each module is useful for. Covers reporting requirements, saves time. For instance, UCEDDs don't need to know the LEND reporting requirements and vice versa.
  - Each module starts with an intro document which gives an overview of all of the resources in each module. If you come back for a refresher, you can easily see which module has what you're looking for. Resources are all PDF's.
  - There are also specific resources, such as a presentation on entering Canadian zip codes to show the accepted format.
  - Resource for surveying former trainees is the same information that Corina sends out annually.
- Showing everyone what the module looks like and allowing people to practice, following up for questions may be useful for live training. Mentoring would also be helpful
- Can individual UCEDDs add info specific to that UCEDD to module materials?
  - Not yet. We could make this feature happen.
- Sample records may be helpful for training purposes.
- The person who does the training needs full access.
- Adobe Connect License limited to 10 people accessing a module simultaneously.
- If centers have resources they feel might benefit other centers, they can be sent to us and we can put them up. Data Coordinators encouraged to share.
- Online modules can also be used for targeted purposes, such as training for a specific dataset only.
- Orientation sessions:

- Cohorts of new data coordinators going through all the modules together. This allows for interaction with peers through daily calls for Q&A. Allows learning as part of a group.
- Suggestions for future orientation sessions. What's a good balance of duration, time to plan, etc.?
  - Ideas: More modules in one day. 1 hour was a good time for the calls.
- Spring and fall orientations. When would the worst time be?
  - When school starts. Between January and spring break may be a good time. Maybe October too for a second session.

**b. Efficient strategies for data collection and entry. Successful examples.**

- It would be useful to create a page to bring titles that replicate each other and to prevent duplicates. Especially for Activities and Products.
- “You’re always hesitant to tell someone not to enter data.”
- There isn’t one answer for all centers on how to enter data and prevent duplication.
- “NIRS Ninja” UCEDD assistant makes sure people actually enter the data.
- Moving data between NIRS and other databases is not easy.
- How do you get faculty and other researchers who could care less to enter data?
  - Going out to the people who need to enter data and socializing is a useful strategy. People respond better when you interact with them. “Go out and massage them, people.”
  - Awards can increase data entry compliance. Pizza parties. Everyone likes free food. Anything to bring people together. Some centers do this quarterly.
- How do you review the data entered? Some files are incomplete, get flagged. How do UCEDDs deal with incomplete files?
  - Pay attention to what’s missing in terms of non-required unfilled lines. What kind of picture does that paint for projects? Is the data actually complete?
  - We found sending the data files to centers to review prior to the data export to MCHB makes much cleaner data.
- Communication with trainees for trainee surveys: eliminate login in surveys (potential solution: custom URL), make survey accessible on mobile.

**4. Roundtable discussions** (see separate summaries for these discussions)

- a. Activities dataset
- b. Trainees dataset
- c. Directory dataset

**5. MCH topics**, Michelle Menser Tissue presenting

**a. Overview of the most recent performance reports**

- Diversity continues to be a topic of interest. LEND was close to same proportions as general population.
- Former LEND trainees polled, 81.3% self-described as leaders.

- Where do LEND trainees go? 35% in public health – this is expected as many go into clinical work. 75% work with MCH populations. 72% working with underserved or vulnerable populations.
- How do we define MCH populations more explicitly in terms of disability and other identity markers?
- Google MCHB Performance Report for more info on performance measures.

**b. Common errors noticed**

- There will be a shift away from many of the scale-based measures.
- Keystroke errors. Do you really have 10,000 trainees? Simple things are important. Once a report is accepted, it's hard to correct. People may be asked to confirm some things.
- How many former trainees have you followed up with?

**c. Timeline of trainee survey updates**

- Every 3 years we are required to ask the office of management and budget to approve the performance measure form. We don't go through a major overhaul every time. Sometimes it's just a refresh. This time around, there has been a lot of reflection, major revision may ensue.
- Training divisions were invited to be part of a workgroup on how to improve the performance measures. Feedback about national measures like cultural competence and family involvement are important, not just the specific measures for the trainee program.
- How to request forms: Public comment is open until January 5. Please request the full set of data forms, particularly if you are passionate about what should be in the data packet.
- Next fall changes will not be made yet. By July 2016 there will be new reporting measures and other changes.
- There will be a couple of webinars for MCH workforce development on what the proposed changes are.
- Details about town hall webinars are forthcoming.
- Anything we see here is a draft. No changes to NIRS until everything is finalized and approved. More info will come in the next 6 months or so.

**6. Discussion of common topics, cont'd**

**a. Using subsets of NIRS data for other reporting purposes**

- How to leverage other programs' work: How do the LEND programs leverage UCEDD data and how do UCEDDs leverage LEND data?
- Do you use subsets of NIRS data for reporting? What is the most frequent kind of data?
  - Some use it for annual publication. Use to report to VP of research. Information pulled for recruiting, to see where shortfalls are in terms of minority hiring. Annual report.
- Do UCEDDs and LENDs leverage each other's data?
  - Mixed.

## **7. NIRS Projects for the Current Fiscal Year**

- We hoped to do more, but major changes had to be made, such as the dissemination tool, so in addition to these we could only make small changes. Quantity disseminated no longer reported, only individual products disseminated.
- This year we hope to make more changes. We're definitely going to look at the UCEDD PPR Last Edited field, which may display the wrong username. This is because the Product dissemination tool is included in the PPR, so if someone edits the tool, it appears that the PPR was last edited by that person, which is not correct. This technical issue will be fixed this year.