

## 2022 Autism CARES Evaluation Script

Hi, my name is Brandon Lewis and I am the Data Support Manager here at AUCD. I wanted to make this recording so we can go through how to complete the CARES evaluation. In order to get to the CARES evaluation, you want to first log into NIRS. I'm currently logged into the test environment, so no changes that I make today will be saved in the live NIRS environment. You'll want to log into your specific program -- information that you see at your program might be different from mine. In order to get to the CARES evaluation, you want to go to the top of the screen to the datasets, go over to admin, under 'manage data' and scroll down and click on the CARES evaluations.

When you get to this page, you will notice that all of the CARES evaluations are listed. The page is separated out into several different fields starting with the name with the year included. Under name, you will notice the CARES evaluation was previously named the CAAI evaluation. This change occurred between 2015 and 2016. Under 'Manage', you can see three dots that you can click on. Next is Fiscal year. Then, last edited with a timestamp, and then who it was last submitted by.

You will also notice that over here on the side of the screen, there is a data dictionary that you can click into for more information on all data fields that we will be discussing today. Over here, under 'Name', you will notice that some of them are black and some of them are blue. Ones that are blue are active and you can click on them to view the forms. The ones that are black are not active and you will need to activate them in order to complete the CARES Evaluation. In order to activate them, you need to go under 'Manage' and click on the three dots.

I've already created an example for you to show what happens whenever you activate a module, but whenever you click on a module that is not active, it will ask you to add. Whenever you click on it, it will take you into the form so that you can enter your data. After you have done this, the name will change to blue which means it is now active. Whenever you click on the three dots again, it will now say edit and view. Viewing the data allows you to only view it and you will not be able to edit any of the information. Editing allows you to edit the information. You'll always want to enter information for the most recent year of the CARES evaluation.

Entering into the CARES evaluation for the first time by pressing 'Add', or if this is not your first time, by pressing 'Edit', will bring you to the form where you can enter all of your

information for the CARES evaluation. I did want to point out that at the top of this screen, you will be able to double-check which form you're in. There is also another link for the data dictionary and right here listed in blue. In the middle of the screen, you will notice that there are two buttons, one to clear, and one to save your information. If you press 'Clear', you want to be mindful that doing so will erase all information for all fields that you have entered for this year's evaluation. If you need to save it, this will allow you to come back at a later time if you need to step away in the middle of data entry. Scrolling to the bottom of the screen, you will notice that there is a button to submit the CARES evaluation. You want to be mindful if you submit, because doing so is permanent, and you cannot take it back. If you submit the CARES evaluation by accident, you will need to contact us so that we can unsubmit it for you. You can contact us at [NIRS@aucd.org](mailto:NIRS@aucd.org).

If you think that you might want to come back later to review your information, it is completely okay to save it and come back later. However, you do not want to skip submitting, as this is a critical step and not doing so will not export your information when it is sent to MCHB. While information can be entered into the CARES evaluation at any time during the year, the programmatic deadline for the CARES evaluation is on July 18<sup>th</sup>. For programs that are new, it is important to note that information for the CARES evaluation is pulled from other data sets in NIRS so answers will vary from program to program.

Before we get too much further, I wanted to give some context for the CARES module. The CARES module in NIRS is provided for LENDs and DBPs to provide quantitative data on their programs to assist MCHB in evaluating the impact of CARES funding. The same questions are asked of the LENDs and DBPs in the module.

All questions ask you to report for the current Program Year, which can be a little confusing, but it is always the year that that it starts with and always spans July 1st to June 30th. For example, for Program Year 2021, we are talking about July 1st, 2021 to June 30th, 2022. Some questions ask you to report on long, medium and short-term trainees, so something to be mindful on as you are entering your information. All results will be aggregated across grant programs and no comparisons across programs will be made, so you do not need to worry about how you are performing in comparison with other programs.

I now want to go through all of the questions for the CARES module. You will notice that it is separated out into four different sections. The first topic area is on trainees. The second topic area is on training activities. The third area is on service deliveries and the last is on research.

For the first topic area, you will notice that there are three questions and there are also three reports that you can click into to help answer them. The first report you can click on is on short-term trainees. There is another for medium-term trainees, and then another for long-term trainees.

Long-term trainees are defined as those with 300 or more contact hours with the training program who are benefiting from the training grant, both supported and non-supported trainees. Medium term trainees are those with 40 to 299 contact hours in the current reporting year. Short-term trainees are trainees that are engaged in didactic or practical experiences as a formal course of study, but with less than 40 contact hours in the current reporting year -- continuing education participants are not counted in this category. The first question asks for the total number of trainees for each of these categories.

The second question asks for the number of trainees who complete a coursework covering one of the following areas in early signs of autism spectrum disorder or developmental disabilities screening, diagnosis, and/or other evidence-based interventions for ASD or developmental disabilities. This question only applies for medium and long-term trainees -- short-term trainees are excluded from questions two and three. Coursework for number two, refers to LEND/DBP programs' specific lecture series, seminars, or multiple classes. It does not include attendance at one lecture or seminar.

Question number three asks for the number of trainees who participated in clinical activities or field work that included one or more of the following topics in early signs of ASD or developmental disability screening, diagnosis, and/or evidence-based interventions for ASD or developmental disabilities. For this question, clinical activities or field work refers to experiential training that includes both observation and direct provision of services to children and families in the clinical and community-based settings such as schools.

Topic area number two covers training activities. You will notice that for the next four questions, you will no longer want to use the reports that you used for questions numbered 1 through 3. Instead, you will want to use this report, which you can access by clicking on 'Click Here' highlighted in blue on the screen. This will bring up a report which will help you answer the next four questions.

For question number four, it is asking for the total number of continuing education events, that address one or more of the following topics in valid, reliable screening tools, valid diagnostic tools, and or evidence-based interventions for ASD or developmental disabilities. Continuing

education refers to programs or trainings for which CEUs may be earned and that serve to enhance the knowledge and/or maintain the credentials and licensure of professional providers. For example, this includes clinicians, early intervention specialists, and educators. You'll want to report the continuing education events offered by or in association with your LEND or DBP program that addressed screening tools such as M-CHAT, diagnostic tools such as ADOS, and/or evidence-based interventions for ASD and other developmental disabilities.

For question number five, it is asking for the total number of participants that attended continuing education events that were reported in number four. This is aimed to provide the sum total of participants who attended the continuing education events reported a number four. Though continuing education events may be primarily targeted towards practicing professionals, participating trainees should also be included in the sum total.

For question number six, it is asking for the number of training events, which excludes continuing education, that is offered through your LEND or DBP program relating to one of the following topic areas in valid, reliable screening tools, valid diagnostic tools, and or evidence-based interventions for ASD or developmental disabilities. Examples for number six might be community trainings and/or other presentations or programs for non-professionals such as childcare providers or family members and individuals with disabilities. Again, do not include continuing education events that were reported in number four for number six. You will want to report the total number of training events offered by and/or in association with your LEND or DBP program in the current Program Year.

For number seven, it is asking for the total number of participants that have attended the events that were reported in number six. You will want to provide the sum total of participants who attended the training events that were reported in number six.

Topic area number three covers service delivery. For questions eight and nine, you will no longer want to use the same report that you used for questions four through seven. Instead, you will want to click on 'Click Here', which will bring up a new report, and will help you with the next two questions.

For question number eight, it is asking for the number of infants and children who received interdisciplinary diagnostic services to confirm or rule out ASD or developmental disability. You will want to report the total number of infants and children who have been evaluated for ASD or another developmental disability through a clinic or by a faculty member, fellow, or trainee

affiliated with your LEND or DBP program during the current Program Year. Grantees may refer to billing data to capture the total.

For question number nine, it is asking for the number of LEND or DBP faculty and/or trainees who work in clinical settings located in an underserved area or who are working with underserved populations. Faculty are defined and include adjunct and other faculty members that work in some capacity with the LEND and DBP program at your institution. The term ‘underserved’ refers to medically underserved areas and medically underserved populations with shortages of primary medical care, dental, or mental health providers. Populations may be defined by geographic (a county or service area) or demographic (low-income Medicaid eligible populations, cultural and/or linguistic access barriers to primary medical care services) factors.

You can also visit HRSA’s definition for MUAPs, which can be found at <https://bhw.hrsa.gov/workforce-shortage-areas/shortage-designation>. And again, that website will bring up more information on HRSA’s definition of medically underserved area/populations.

For the last topic area in research, you will need to find this information through your own program. For number 10, it is asking for the number of LEND or DBP faculty and trainees who participated in the conduct of ASD or developmental disability related research. Examples of these could be research on valid and reliable screening or diagnostic tools, evidence-based interventions and supports, service delivery models, or other related topics. Faculty is defined as adjunct or other faculty members that work in some capacity with the LEND or DBP program at your institution.

And that pretty much wraps up the CARES module. Again, if you have any additional questions, please contact NIRS at [NIRS@aucd.org](mailto:NIRS@aucd.org).