

Association of University Centers on Disabilities (AUCD)
 AUCD FY 2018 NIRS Roll-out Webinar
 Wednesday, August 9, 2017
 3:00 – 4:22 p.m.
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>> Dawn Rudolph: Good afternoon, everyone. Welcome to today's webinar on fiscal year 2018 roll-out of the new iteration for this recording cycle. My name is Dawn Rudolph. I'm here at AUCD, I'm a senior director for technical assistance and network engagement. And I'm happy to go over some of the materials that we have with you. I see already a couple things in the chat box about folks who can't hear things. It looks like on our end audio bridge is opened so I think maybe if Anna is on the back end and can help troubleshoot some of that with the folks individually that would be helpful.

We do have several pods here open on the webinar screen and I want to introduce you to what it is that you're looking at. In the main pod there's a PowerPoint. Below that is the chat box which is way down below the PowerPoint screen so if you have something to chat about you can type it in there.

On the upper right side of your screen there's a caption pod so if it's easier for you to read along to the comments that we make today you can read along there. Below that is the attendee pod so you can see who joined us today. And rather importantly on the lower right side of the screen is a web links pod. You can click on any of the names in that pod and browse to a particular link online that will take you to specific materials we will be referencing in the webinars. There's the PowerPoint itself. There's the compendium of changes where you can see in written format what changes are there. There's a data dictionary and users guide. All which have been updated. So that's where you can find everything on your pod on your webinar screen throughout today.

We will in a moment go through the presenters to let you know who will be speaking today. And then I do want to let you know that we are being recorded. The webinar is being recorded. It will be archived and probably available by the end of this week for you, other team members, other folks who may not be able to make it today you'll be able to reference this again.

And also because of the number of folks on the phone or on if computer looks like we have about 100 folks present today we do have your phone lines muted so that we don't get a lot of feedback, a lot of noise from a lot of background in the different areas around the country so we do have a question and answer period built in after every group of changes will go through data set by data set. And after each one we'll open the phone lines one by one for questions so you can ask your question in the chat box like folks are chatting right now, or if you're listening through the phone you can press star pound on your phone pad and we can unmute you just one at a time to ask for questions verbally or if you want to raise your hand there's a little spot at the top very top middle of the webinar screen, looks like a little person with their hand held up so you can click on that to raise your hand and ask to be unmuted and we will unmute you only during the Q&A time.

And then at the very end of the webinar we are going to have a little survey that pops up for you, just five questions, if you can give us feedback on how this went. If there's anything you want to know more about or ways we can make it better let us know. We have introductions. This is who will be speaking with you today this. Is Dawn on the left. In the middle is Ben Kaufman, he's our senior manager and child health team. He's done a lot of work with child health on their performance changes. And then on the right side, Oksana Klimova

who is our director of web services here at AUCD who works with the developers on the database itself. So we are here for you today. This is who you'll be talking with.

So let me give you a quick overview of what we are going to go through today. We just did the introductions. There is a review of supplement materials which I will have another page that will have a link on about those supplement materials but those are the same materials that are down there in the lower right-hand side of your screen in the web links pod if you want to look at them there as well. We are going to go over a little bit of a context for the changes. We are going to review the changes data set by data set, activities, products, directory and trainees. I think we might go through the trainees first and another reminder of where the find the nearest resources.

So as promised, these are some supplement materials that we'll be going through during the webinar. The PowerPoint slide may be very helpful for you to have in front of you to follow along because the PowerPoint slide has the guide for what changes we review in what order but we will not have the PowerPoint slide open on this screen the whole way through the webinar. We will be using screen sharing and showing you the features live. We'll be working in NIRS so you can see a screen shot of that as we work through it but it might be helpful for you to have a PowerPoint handy.

I know Ben e-mailed it earlier today and it's in the web links pod on the lower right side of your screen. It's noted where the find the changes and how it impacts which programs, what reports it impacts, things like that. There's also an identifier to let you know where in the compendium of changes you can find that. If you're something that likes to cross reference things you can do that. And of course the data dictionary and user guides have been updated as well.

So to go over a little bit of the context for the changes in NIRS this year for the fiscal year 18 reporting period, almost all of the changes have been in response to some performance measures changes from the maternal and child health bureau. They impact the LEND programs, the LEAH programs and the PPC, and the DBP. They are affect 5 July 2017. We reopened NIRS for this year's recording.

But most of the changes are in response to those changes and recording requirements from maternal and child health. We certainly have had many discussions between our staff and the maternal and child health staff about what is the best way to capture the reporting requirements in NIRS. Some of their measures are in NIRS, some of them are not. We have had a lot of conversations with them and also with some data coordinators on what is the best way to make NIRS be as user friendly as possible. So those are the things that have helped guide what changes are made this year. And as always, we made the changes, we tested the changes, we debugged some changes. There may be a couple of things that you identify or that we identify throughout this webinar. Say hey how about if we do X, Y, Z. And if you have a great idea just let us know and we want to be sure to make sure NIRS is user-friendly for you. If you have ideas, put them in the chat box or e-mail us whatever they may be.

All right. I'm going to at this point turn the webinar over to Ben Kaufman so he can walk you through the changes.

>> Ben Kaufman: Thank you for giving us the context. As Dawn mentioned I'm going to walk through each of the changes in NIRS data set by data set. A lot of these data sets have changes that you can find in the same place so I'll show you in the screen share sort of where those are. Before we do that I want to give a brief overview for those following along with the slides of what the contents of a slide are because then I'm going to jump over to the screen share piece and spend the bulk of our time there.

As you can see this is the first change we are going to discuss. The information about the location, exact location of the change and what the change is can be found in the blue box at the top. And then there's sort of a matrix on the bottom right that talks about whether this change impacts what you see in NIRS, and then whether this change has implications for your reporting. The graphics that you'll find on the left side are in reference to any reports that this change impacts and then on the bottom as Dawn mentioned is a specific reference to where you can find more detailed information about this within the compendium of changes document which is roughly 12 or 13 total pages.

So hopefully everyone feels comfortable following along. I'm going to jump in just a second and share my screen with you. No, I think it's not -- there we go.

Can everyone see the screen share? All right. I got a yes in the chat box. Thank you. Wonderful. So

the first change can be found actually the first two changes in the trainees' data set are changes to the editing the trainee year record. Right now you can see the record. In the example of the record itself. I will show you how to get there and then we will go back to the form. So... all right. So but this can be accessed by going into trainees and list and edit. So once you added a trainee you can see how they appear fiscal year by fiscal year. Here we are.

So I am actually going to go back and this -- nope. All right. Sorry about that. We are going to go here and look at a sample trainee. If you go to edit the record, the first change is the change in the discipline field which is right here toward the top. This list was actually edited in response to again as Dawn mentioned the changes that were made in the -- can we make the image larger? Thanks, Dawn.

So this change was again in response to edits that were made to the list of disciplines. So some of the ones that had previously been in there were removed and others were added. So this is a new list that we just wanted you all to be aware of.

The second change is on the same form and it has to do with maternal and child health support. So in the past there had only been two options for this field here. So if a trainee has MCH support which is right up here and the answer was yes, you would have only been able to input information for stipend or tuition fees. In the new iteration of NIRS we had a third field option here called other which is anything besides stipend, tuition and fees. Those are the two changes that are made within this data entry form for editing the trainee record.

The next set of changes are to the reports themselves. So I'm going to jump into trainees, go to trainees and reports, you will come up to this page. So a lot of these changes are changes to trainee data set report names. And some of them are actually changes to the reports themselves. So the first change and if you're following along this is slide nine on the PowerPoint. The first change is one that covers both of those that I just mentioned. So the report is called training ten leadership former performance measure 08, 2018 plus.

So this is a new name for a report that existed previously. And the previous iterations of the report are actually listed right above it, and so in addition to having a new report name and a new actual place where you go to get the report information, the content of the report has changed. So I'm going to go in and show you all just using LEND as an example and run the report and show you what that is going to look like.

So here you'll see in addition to again the name of the report has changed, and you'll see three of these columns, two year, five year and ten year. In previous iterations and you can see this and I'll show you where you can see the difference, it's also in the slides, but this two-year column is new. It had previously been one year, as of this current training year all maternal and child health programs are going to be required to survey their trainings at two years post training so we have edited the reports within NIRS to be in line with that.

If you look at I'm just going to do this for this report but if you look at the prior year's example for LEND and you run the report, you'll be able to see your old data and it will show up when it loads that the columns will be 1, 5 and 10 years. There you go.

So it's a new location but right under the previous years' reports.

The next change is similar but this one only involves the change of the report name. And what we did is do this in the order in which the reports show up when you're actually in NIRS. So the next report is called training 06 former performance measure 09. This had previously been called PM09 trainees. The report itself remains exactly the same structure.

The next reporting change is very much like the first one that we went over. It's training 12. Former performance measure 60, interdisciplinary work post training. So this is former performance measure 60. Just like training ten which we already went through, this one will again have a different name but also have that two-year column instead of the one-year column again to be in line with the expectations from the maternal child health.

And you can see examples of these, the difference in what the reports actually look like if you're following along so that would be on page 13. The next change is training 14, former performance measure 86, medium term trainees skill and knowledge PPC specific. This is just for PPC programs. The report has not changed but again it's a different name. We reference the old name of the performance measure so if you're a PPC data coordinator you know that's the same report as before.

And then I believe this is -- yep, this is the last of the report changes is training 11 down here at the

bottom. And that's working with MCHB populations of 2 and 5 years post training 2018 plus. Again, this one is much like training 10 that we discussed earlier. There's a new name. You can see the old name before. And the new name also indicates that there's more in this report than you had previously seen. So if you click here, and you run the report for 2018, whereas in previous years the older PM84 you would just see this information for working with the MCHB population of five years you would just see this element down here.

Now there's a whole additional two-year element there. So a lot of name changes but we tried to do our best to make it clear if there was a name change what the previous report was called. And in most of the cases there's not too much change to the structure of the report but the change from one year to two-year post training for the survey did impact a lot of these.

And then the last set of changes are to the trainee follow-up survey and actual changes to questions within those surveys. So we will show you what that looks like. Before we do I just want to share with everybody that there are the long-term survey info, this report right here, which is the one that you click to see which trainees need to be surveyed in any specific fiscal year.

That one needs to be still will be updated so that it accounts for the change that MCHB has made in two years post training instead of one-year post training so we will make that change shortly. But if you are looking to use that to survey your prior year trainees and have questions about that we will be happy to answer that offline and can make sure that you have the correct information that you need to move forward. But jumping along to the trainee follow up survey itself and I have that pulled up on the screen, the question numbers I'm using the LEND UCEDD structure of this. But LEAH has a separate survey and DDP has a separate survey.

We noted on the slides which changes those were applicable to in all the surveys so folks know where to find all this information but a lot of these changes are rather simple but we are going to walk through them one by one. So the first change in the trainee follow up survey is in question two for the UCEDD LEND. And it's a change in the language. So at the end it says children, adolescents and families including fathers and children or young adults with special health care needs, that was changed from the prior language but the question itself otherwise remains unchanged.

The next change is in the example survey that I'm using, it's question five. The list of examples in does your current work relate to underserved or vulnerable populations was changed slightly at the end. It used to read health disparities but now says people with disabilities.

The next change is in the following question and there's a small caveat here. This question which is number six for the UCEDD LEND is about the primary type and setting of employment of former trainees and their asked to select which best describes their current employment. We are going to be eliminating with UCEDD LEND LEAH PPC, DBP option. But that is the change in this particular question and so those who are working in those contexts will be instructed with specific language to select the most appropriate option which is typically going to be post-secondary setting or hospital.

The next change is in this example going to be question 11 which is a new question and it's have you done any of the following interdisciplinary activities since completing your training program? Check all that apply. So all of these are examples that MCHB has added in to their template to be -- so they can get a better sense of the specifics so we added it here in this location.

And the last item on the trainee follow up survey and also the last item within this data set is just some changes to the language within the confidentiality statement right here at the bottom. There also used to be footnotes about preferred web browsers but given the updates we made to the system or updates in web browsers, that's no longer the case and usable in lots of different web browsers so we eliminated that information from the survey as well.

So three types of changes really within the trainee's data set, and now I want to open it up to questions and I'll stay in the screen share so we can reference specific items that you all have questions on. Feel free to use the hand raise or the chat box or star pound.

>> Dawn Rudolph: I see a question in the chat box, this is Dawn. Angela asked the question will we still be surveying UCEDD at one year or will that change to two years as well? Great question, Angela. We did let the funder of UCEDD's that MCHB was changing their training follow-up surveys to 2, 5 and 10 years and did they want to follow in kind, and their answer was no they did not want to follow in kind. They continued to survey

them at 1, 2 and 5 years. You will be needing the survey at 1 and 2 and 5 and 10 years and we will continue to advocate for that change if it's really difficult for you, you may also want to advocate that.

>> (Inaudible) your microphone is muted.

>> Dawn Rudolph: So next in the chat box is Megan. As we have more trainees in the discipline of advocacy how do we read and interpret these questions? And that's the questions in the follow-up survey.

So right now the questions are specifically defined by MCHB. I do know that in the past with AIDD we had a similar question and got approval from AIDD to if it's necessary to make the wording of the questions a little more accessible for folks who will be using those questions, AIDD is okay with that whether it's in the follow up survey or other fields, like a satisfaction survey or other activities.

As far as I know that has not been the case from MCHB that they have defined the language for these words but what we can do, Megan, is take this question back to them and let them know that this is something that is a question that was raised. I do know that MCHB prioritizes more folks with disabilities and intellectual disabilities participating in the LEND program so I'm glad that you raised that question.

>> Ben Kaufman: And Regina you asked a question about MCHB that would go under the new other category. This is Ben. We asked this question in our conversations with them. And the true answer is, it's a catchall other category. It's anything that's not stipend or not tuition. And they didn't really give us any specific examples of that. If we do encounter some examples of that, we will be sure to share them. But I really do think for all intents and purposes it's a catchall category for anything that doesn't fit elsewhere.

>> Dawn Rudolph: Patrick your question with the updates to the two-year intervals regarding surveys, does this mean people with joint use of LEND trainees will be serving the same as they did two years ago? That answer would be yes. For the MCHB they do want them surveyed two years post training so if you surveyed them last year from the folks that you did survey last year at one-year post then this will be the only year that happens but because this is the year that MCHB changed the requirements you'll be surveying them again this year. And so I guess they should be familiar with it now with the survey.

Miyah asked a good question about where to find the trainee follow up survey. So if you're looking along in your screen, Ben can lead you right to where to find that. He has the mouse in his hand. It's in resources page. Sorry folks. So to find the trainee follow up survey you go to the AUCD home page and click on NIRS and go to NIRS resources and the FY2018 paper forms. And there you go, right here at the bottom, survey paper forms.

And then Lisa, I think your question is in reference to examples at MCHB support that would go under the new under category, travel, professional development, conferences. I think those would be great examples. I think some programs might consider that part of a stipend but if you don't those would be great examples of going into an other category. Thanks for sharing that. Any other questions? We have another minute -- Angela your question about follow up surveys are DBP surveyed at two years same as LEND? The answer is yes. All of the trainees who have maternal and child health bureau support so all LEND, LEAH and DBP the change to two year applies for those folks. And I think we have time for one more question. It looks like Julie is typing in the chat box now. All right. Well, Julie, I'm going to move on -- oh there we go.

>> Dawn Rudolph: So Julie is typing similarly the LEND we surveyed at one this year we will survey again at two years this coming year. Yes, that's correct. Maybe there's a way to include a Hershey kiss in the request. That would work for me.

>> Ben Kaufman: Thanks, everyone for your questions. Like I said we will do Q&A after each data set. I do want to move onto the next data set so if you are following along with your slides, I'm going to make the screen as not jammed up as possible. If you're following along we are now on the transition from slide 23 to 24. So again within the -- we are now in the activities data set.

And so the first change is in the core function areas of continuing education and community training as well as technical assistance. So we made two changes to the same field in this form. So I'm using the continuing education community training form as an example on my screen. The first change is in primary, this field the primary target audience is. We have added one option and we slightly tweaked the wording for another option so the first is that we added Title V as an option, and the other is that we had previously called this option within state just state.

Now just to clarify it is within state. I do also want to point out the next change which is also in this

form, if you scroll down to the field in this form, it's called topic of continuing education. In the TA form is called topic of technical assistance and collaboration. Down here there's a list A option, that has not changed. List B has a new set of options. And so this includes getting rid of the other option. And again this is to be in line with the data forms that were part of the performance measures package.

I also want to sort of pose a question. There's a new -- for those who are supporting maternal and child health funded programs there is a new set of performance measures called capacity building measures that are part of the new domain measures and these are tiered. And there's a field on our form called types and numbers of participants, right here. And we have several options that have existed previously in years and haven't been changed.

There are some places in this second capacity building measure, there were two other options that we were considering adding to this form to make it easier for y'all to potentially complete that performance measure. And those options would be local and community partners, and state and national partners. So if folks have input on that, we would love to hear it via the chat box. But that's just a potential change we can make again.

It helps if you're familiar with those new performance measures. And if not, I'm specifically referencing the performance measure CB 2 if you're following along.

So the next change has to do with reporting within the activities data set. So I'm going to jump right to activities reports. And this relates to the two core functions again of continuing education, community training as well as technical assistance. The field it's in reference to is called collaborating on the work of the activity. This is an unchanged field but the report that is associated with that field has changed somewhat. So the first much like in the trainee's data set we changed the names so they're in line with the new MCHB performance set. If you're following along with the slides we are on slide 26.

This is training 04 collaborative interactions. Prior years had it been called PM59 collaboration with MCHB programs. This training 04 report will be useful for this current -- this new 2018 fiscal year and beyond. For previous year data you'll want to use this PM59 collaboration with MCHB programs and this is applicable to LEND, LEAH, PPC and DBP. The other change is there are new report column here's so I'll show you what that looks like. In the PM59 collaboration with MCHB programs you can see here on the screen there were three columns so there was the number of activities not in collaboration with state Title V and the number of activities in collaboration.

If you look at what I'm going to show you is the new report. It changed somewhat. So now you have number of activities in collaboration with state Title V so there's a specific callout to Title V. And then number of activities in collaboration with other MCHB programs. And the total number of activities here is these two columns combined. It's the total number in collaboration which is a change from the prior report.

Next in the activity data set we are going to jump to a different core function and that is there's three that this applies to. So it's direct clinical services and model services, other direct and model services, and demonstration services. And the field here is the age of individuals served which this is I'm using the direct clinical model services data entry form as an example. If you scroll down here to ages of individuals served, the breakdown of options is different from in prior years.

In prior years it had just been zero to 2, 3 to 5, 6 to 11. It was very age specific. This is now to be in line with the way that the maternal child health bureau is collecting data on all of their funded programs across the board. So it's certainly a changed. This is not a required field but if you choose to use it this break down is different. I will say for this acronym right here, this is children with special health care needs. I'm just going to for clarification purposes I'm going to read the definition that the maternal and child health bureau uses, it comes from their parent agency the health resources services administration.

So children with special health care needs is defined as children and youth who have or at risk for chronic physical, developmental, behavior or issues with a type beyond required type or amount beyond that required by children generally. I'm going to actually copy and paste that definition right into the chat box so everyone can see it. But that is just to provide some clarification. And moving on to the last change in the activities data set, this is going to be if you go to activities and you add an activity the change here is just to the name of one of the core functions which is down here at the bottom. It was in previous years called information dissemination. It is now called product development and information dissemination. And for a

definition you can click right here (indicating) to read that to provide additional clarification.

So with that I think we will move to Q&A. It looks like there are a couple of questions that have already come in via the chat box.

>> Dawn Rudolph: So Kurt asks a question since we to have pick one option for a primary audience if it's Title V should we always pick that even if it's in another state, within a state, et cetera?

>> Ben Kaufman: I believe the answer is yes.

>> Dawn Rudolph: MCHB greatly prioritizes tracking its collaboration with Title V. And Title V collaboration is with other MCHB -- there's a couple places in the performance measures where they have specifically given the callout to Title V and so if that is an option, among several options it's best to pick that one.

>> Ben Kaufman: Just to elaborate, Kurt, this goes back with the report change that I mentioned earlier. They wanted to do a specific callout to Title V as opposed to lumping it in with other MCHB programs. I think that further goes to your question.

>> Dawn Rudolph: Diana had a question about adding the options.

>> Ben Kaufman: Great, thank you Diana for that feedback.

>> Dawn Rudolph: Respiratory devices which PPC's had frequently used and now without that which one should they use?

>> Ben Kaufman: That's a really good question.

>> Dawn Rudolph: So my guess is that it would be certainly respiratory diseases would fall into the category that Ben mentioned and also put in the chat box about what is considered the definition for children with special health care needs. So with respiratory diseases, if it's not in this list B and there's not an other option then it would be children with special health needs.

>> Ben Kaufman: Yeah, I think that's the best fit.

>> Dawn Rudolph: And Matt asks a question, back to the types and numbers participants section. We have staff who do community or continuing Ed training and think they should enter a number for trainees when they are really training professionals, para professionals or another group so that can be confusing for them. So let's take a look at that. So the trainees, I think this goes back to a specific definition of trainees. Both MCHB and AIDD have a specific definition for what a trainee is.

And so that's what is going to be helpful in differentiating the trainee from the professional and the para professional in this feel. I think there's a couple of activity records this field shows up in so you're going to want to go back to the definitions of what is a trainee just because they are the person receiving the training that is not the definition that is used by the federal funders so that may be a point that you want to provide some professional development for your own trainers to help them understand the categories of participants. Oh, there you go.

They understand after you explain it. If you have a suggestion for what else we could call that, we can add clarifying language here if that would be helpful. Right now we are just using the language that the funder had requested but if you think there's a way that we could collar if it we could certainly do that. Maybe we could do a little pop out to say what the definition of trainee is so that the definitions are right here so you don't have to hope that the person remembers or if they're not available for reference that might help.

That's a good question, Matt. Thank you for bringing that point up. Oh, Robyn suggested pre-service like pre-service training. Frances said you can do clarify it as MCH trainees.

>> Ben Kaufman: This applies to both.

>> Dawn Rudolph: I do know for AIDD there's specific training. And I think MCHB has something similar, but I think you guys are on the right back here to make clarifications. Great ideas. You help us make it better all the time.

So Jacy has a comment for direct services and the ages they served are the options without children with special health care needs meant to be in special population? I believe the answer is yes. It's calling out children with special health care needs as a particular sub category. Obviously, women are also a particular sub category. If you have a woman who is also a youth under age 25, I'm not sure the best way to do that. I'm not sure what the clarification would be otherwise. But all those other options, infants under a year, children 1 to 12, adolescents 12 to 18, et cetera, those would be general population.

And then Jacy your follow-up comment there is no differentiation for adults with or without disabilities.

That's correct.

>> Ben Kaufman: Megan, thanks for your suggestion the idea of a pop up definition box. We will be able to make some helpful clarifications to everyone's input. Looks like we might have one -- oops.

>> Dawn Rudolph: How long would you be able to create it? That's a good question for Oksana who might want to type into the chat box to let us know. (Laughter).

I know that I'm going to guess by September we should be able to get that up. So certainly before the bulk of your data entry would be done but certainly not immediately.

>> Ben Kaufman: We have time for another question or two and it looks like one is coming in through the chat box.

>> Dawn Rudolph: Is this data collection used instead of form 5 for PPC's, is Lisa's question.

>> Ben Kaufman: I'm pulling out my performance measures, Lisa, and I'm guessing by form 5 you're referring to the performance measure attachment which is the form for individuals served. I believe -- I believe this is for -- this is specifically for projects providing direct health care enabling our population based services -- I'm honestly not sure.

I know these attachment C forms apply across the board but there are some that are and are not applicable to training programs so I can get a clarification for you on that. I think within -- yeah, I can get a clarification for you on that.

>> Dawn Rudolph: Good question.

>> Ben Kaufman: Really good question. And to the best of my knowledge, Lisa, these ages of individuals served, generally for training programs is not something that is captured in your federal reporting but of course might be valuable to your programs so which is why we have it in NIRS. So I will definitely get a clarification for you but I know the form you're referencing. All right. So I think that's all the time we have for the activities data set. I'm going to move right along to products. We have two more data sets to go through. Thanks again to everyone for all of your questions and feedback. I'm writing down notes furiously.

So, if you're following along on your slides we are now looking at slide 31. So again we are going through those changes in order sort of which they appear in the add product list of products. So the first change is in the newsletter product type. This is a field called number of subscribers. And it's right here in between target audience and product dissemination.

It's an open-ended field, and it is not -- it's not required for either UCEDD's or any of the MCHB funded programs and anything in this field is not going to be part of any standard reports but you can create a custom report that includes that information that you put in this field. It's a new field in the newsletter prototype. The next change is to -- actually I'm going to jump to the list of product and publication types because it is a change in a name. So in prior years this product type had been called peer reviewed publications and scholarly journals published.

And now it has been updated to include published and in press and the definition has been updated because this is information that is going to be exported from NIRS into the electronic handbooks for your performance report. So that is just a wording change but an important one and everyone -- if you are an MCH funded program you should look at the definition to get clarification.

Within that form so if you add a peer reviewed publication and scholarly journal published in press you will go to a form that looks like this. There have been a couple of pretty significant changes at the front end of this form. So again I'm using UCEDD's and LEND as an example. So in prior years this field primary authors had just been authors. And the way that you link in folks was the same as in prior years so you either of the list of folks that populates here and you can link, or you can add names in the open-ended comment box here.

The change here that is now we have both primary author and contributing author. And so if there are contributing authors who are affiliated with your program you click yes and then you'll see you have the same way of adding in folks to the contributing author's field as you do in the primary author's field. So similar way of entering data just different specifications.

The other change that is -- another change that is on this form is a new field called dissemination vehicles which is down here and it is a drop-down list between target audience and product dissemination. And there are six options here. Something to note is that if you are a LEND LEAH PPC or DDP and you're filling out this form so in this case I'm using a UCEDD LEND test center, if you click LEND here and this will be

the case also for the other MCH training programs, if you click LEND you'll note dissemination vehicles actually shows up as a required field and so you'll have to fill that out if you're a UCEDD. You'll be able to anywhere this information but it will not be required for you.

The last change in the products data set, not too many here, is if you go back to our list and you add a web-based product. There is a new option in the drop-down list that had previously been seven items, now it's eight items. And the list is type. And there's a new option there Wikis. And that was in direct response to product type in direct response to in addition that the maternal child health care made in their product and publications form I believe it's part two.

So, I'm already seeing a question but now is the time for that so if you have questions through the chat box or raise your hand or star pound.

>> Dawn Rudolph: Libby Las a question, should the primary author field have only one person listed? How about collaborating authors from outside the UCEDD or LEND, et cetera?

>> Ben Kaufman: Yes. The primary author field should only have one person listed. We had conversations with our colleagues at MCHB about collaborating authors outside the UCEDD and LEND. I think the best approach is to be consistent. I think there's an author type down here that says LEND faculty member, LEND trainee and LEND staff. I think MCHB is really looking for folks in the contributing author field are folks that are affiliated with a program or in the case of the UCEDD affiliated with the UCEDD.

However, if you're wanting to be complete and include everybody that was an author on that publication so it's easier for you all to reference, that's okay, too. But I think the prior to for data collection and knowing that this information for the MCHB funded programs is going to be exported it's better not to have a massive list of contributing authors if they're not affiliated with the program in some way. So I hope that answers your question.

>> Dawn Rudolph: Patrick has a similar question if the primary author does not work at our institution but a contributing author does, what should we put in the primary author field since it is required? So that's a really good point and I wonder if in the text box here instead of a drop down you could enter something that says primary author has no affiliation and then just do a drop down for the person who is affiliated with the program in the future bidding section. So it's a good question and one that we have not thought of in all the work preparing through this. We can certainly double-check that with the funder.

Robyn's question, can the author still be the overall organization or does it need to be an individual? It does not need to be an individual person. If it's listed as the organization you can certainly type that in there. Libby, you're welcome. In the author type can you select more than one option or is that tied to the primary author only?

>> Ben Kaufman: These are check boxes so you can certainly select more than one type. I don't know if that author is tied to primary or contributing or both. We might need to clarify that. That's a really good question, Julie. I think we can clarify that.

>> Dawn Rudolph: You can select more than one option or they would not be check boxes. So for the first half of your question it can be multiple. I can see where someone can be trainee and staff at the same time. The question about whether it's primary or contributing is a really good clarifying question. I already foresee an FAQ following that.

>> Ben Kaufman: M-hmm. We do have time for additional questions. It looks like some are coming in. While that question is coming in we really do appreciate all the questions and feedback. You all are extremely thorough and it going to be so helpful in making sure this iteration is near to your and your center's needs as possible. We are looking forward to going through the last data set momentarily which does not have many changes. So I do want to make sure we are going to stay in the product's data set as we take those questions.

>> Dawn Rudolph: Patrick your question about regarding primary contributing authors and implementing these edits. I am going to first get clarification on a couple of the questions that came through with MCHB and (speaker too far from mic) so we are still hoping to get them down in September as I mentioned. We will try to knockout all the changes at once (speaking quietly) Barbara writes if last year a peer reviewed paper was listed as submitted how can it be carried over when published so every field does not have to be re-entered?

There may be a preliminary question does MCHB want it reported twice because in their account would it duplicate year after year? So I think that is a one question that we did think of earlier and --

>> Ben Kaufman: I think what the answer was is because the published and in press is one product type and the submitted is another product type, I think if you have a submitted peer reviewed paper in a prior year then it can be submitted as a published or in press paper in the following year. However if you had something, if you submit something for example this year as in press, once it's published I don't think you would be able to report that in the following year because it's the same product type. So I hope that clarifies.

But we can double-check with MCHB but I'm fairly certain because it's a different product type that that's the way that it should be.

>> Dawn Rudolph: Yeah, because otherwise you're reporting the exact same product twice so (speaking quietly). So Kelly, if an item is in press we don't necessarily have the volume number and pages which are required fields so how do we handle that? So that's an excellent clarifying question so thanks for those extra clarifications. So good points. Patrick mentioned you usually just puts in press in front of it in the title box and N/A in the page numbers, fields, et cetera. So and that goes back to Barbara's question, if MCHB wants it to be reported year after year as it sort of works through its publication stages, you know if there was a way to save that product as save as in a new iteration of NIRS in a year which if you have a project, I think that really goes back to that (speaking quietly).

>> Ben Kaufman: Oksana made a good clarification that N/A is not valid data in terms of things that are exported. Thanks for making that clarification, Oksana. We'll look into this to make sure folks don't have to do that, so that we can get valid data into those fields even if an article is being submitted in press and you don't have those pieces like volume and number and pages so that we don't need to do a work around.

>> Dawn Rudolph: And that is guidance that we can plug into the data dictionary to add further clarification around that. Thanks, Oksana. There you go. Oksana just clarified MCHB will accept a DOI number during export process. Good to know. So that little tip is shared with everybody. Excellent. All right. Well I do want to make sure we move onto the final data set which is directory. So for those following along at home on your slides, we are on slide number 38.

And there are just a few changes in this data set so I will jump right to it. So the first one is if you are editing a record for a faculty or staff, I think folks know how to get there but this is what the form looks like, the field that used to be called year hired at center which is toward the bottom right here under additional information, has been renamed. And that is now year hired in MCH leadership training program slashed year hired at center. And again that's just to be in line with the fields that the maternal child health bureau asks for and make it applicable across the board including UCEDD's.

>> Dawn Rudolph: And it makes sense for the new LEND program before you became a LEND.

>> Ben Kaufman: Correct. We had nine new LEND programs in the last cycle, a lot of them affiliated with UCEDD. And the final change in this directory data set is also on this form, it's actually higher up at the top. And it's the same change that we saw in the initial change that we saw in the trainings data set. It is the discipline list. So the primary discipline list is now also in line with the updated discipline list that is in the trainees' data set and then the other discipline, check all that apply, these options are the same options as the ones above. These are all again just in line with the new list of disciplines, different from the trainee data set but here so that faculty and staff have the same options.

>> Dawn Rudolph: All right. So Kurt your question for staff hire date do we put when people were hired at the center or when they became formally part of the LEND?

Sorry I probably did not clarify it well enough because you write it could be different dates so let me throw out a couple different scenarios. First of all if the reporting -- think about, see, if this is a new LEND program, and say the person was hired four years ago but you just became a LEND last year, you're reporting to MCHB so you want to enter the year that you became a LEND program because that would be the year that the staff person started working with the MCH training program. I hope that helps. If you are a UCEDD program, obviously it would be the data that you started working at the center is the UCEDD itself is the center. So there are some UCEDD's like I'm thinking like the University of south Florida the UCEDD there, they were a center before they were formally designated as a UCEDD so that date would be the date that the UCEDD started.

>> Ben Kaufman: And Angela you mentioned you suggest self-advocate and autism as a discipline but not seeing them, is this going to be a possibility at some point? Again we did these -- yep. And you just answered

what I was going to say. There is an option that is a new option in line again with list of disciplines from the maternal and child health bureaus data forms that is a person with a disability or special health care need. So that is the option that we have.

>> Dawn Rudolph: I'm thinking about the year hired question.

>> Ben Kaufman: M-hmm.

>> Dawn Rudolph: And for a UCEDD that only recently became a LEND. That is if the person is both a UCEDD and a LEND, right?

>> Ben Kaufman: If they're doing data collection together that's going to be problematic because it's for purposes of exporting the data.

>> Dawn Rudolph: If you're reporting to MCHB is one answer, if you're reporting to AIDD it's a different answer. So that's something that we are going to have to problem-solve. We didn't even think about it Kurt until you asked the question so thank you for the question.

>> Dawn Rudolph: So Angela, your follow up is that autism as a discipline is different though because they don't actually have autism but they represent that discipline. You mean like a BCBA (phonetic) discipline?

>> Ben Kaufman: I don't think BCBA (phonetic) is a discipline that is listed. It doesn't look to be the case. We do have time for a few more questions and it looks like a few are coming in but feel free to use the chat box to raise your hand so we can unmute your mic or you can hit star pound. All right. Question from Kelly.

>> Dawn Rudolph: Even though the change didn't go into effect until FY18, FY17 LEND trainings will not need to be surveyed one year follow up, right? So correct.

>> Ben Kaufman: Right. So those trainees who you had last year for CH funded programs would not need to be -- to have follow up survey this current year. It will be the following year. Good question, Kelly.

>> Dawn Rudolph: When you transfer activities from 2017 to 2018 do you manually change the changes as in age ranges? Oh, yes, so any field if you save something as a new fiscal year you have to change the fields to make up to dates in the new record. If it's not a required field, you will be able to save an old record as a new record without making any changes if those changes are not required, you're going to want to double-check them just in case anyway. I hope in the change is a required field you wouldn't be able to save the record without filling in that field. If for some reason you don't, give us a holler.

>> Ben Kaufman: All right. Well it doesn't look like we have any additional questions coming in but I'll put out one more all call, questions across all four of the data sets, whether it's something that came up or something that you were expecting to see but didn't. Actually, I'm going to -- one last thing on the screen share. I just want to make sure that everyone is aware we showed this page earlier but this page on our website is where you can find all of the NIRS FY2018 resources, the page looks similar to what it did last year.

For those who want some additional clarification on the connection between the NIRS changes and the maternal and child health bureau it can be found down here and all these documents are updated. If you're looking for some of the documents that we were using today you go into FY2018 paper forms you find the compendium of changes as well as the PowerPoint slides from all of today and all of the paper forms. I wanted to point those out. I'm going to stop sharing my screen now and go right back to the slides. And I need to fast forward so bear with me here. I just have a couple more slides.

So the last thing for those of you who are supported LEND, DBT and PPC and LEAH programs, I believe an e-mail went out about this but the division of MCH workforce development which is the division which all those programs are housed under they're doing their own technical assistance webinar to review some of the changes this measures that are specific to grantees within the division, data form completion, reviewing the reporting time lines which is always helpful for everyone and there will be staff with performance measure expertise and overall division expertise. I believe Lauren and Michelle will be staffing that webinar. I want to make you all aware of this date, and to say thank you to everyone for all of your wonderful questions. We had a lot to think about in process. This is our contact information.

To answer Julie's question, yes, this webinar is being recorded and it will be available later, hopefully soon. When you end the meeting you're going to be automatically prompted to a survey monkey with just a few questions about the usefulness of this webinar so we much appreciate your participation in that. And I look forward to working with you all throughout the fiscal year.

(Webinar concluded at 4:22 p.m. ET)