MCHB/DRTE MARCH 2004 WEBACAST

March 30th, 2004

MADAVI REDDY: Good afternoon and welcome to the first MCH training, MCHCOM.com training webcast of the year. I'm Madhavi Reddy, project officer with the Leadership Education and Adolescent Health Training Program and also the Leadership Education and Maternal and Child Health Training Program. For the next one and a half hours we will discuss the ins and outs of the progress report guidance for the long term training program. As you know, your application is due April 23rd. Laura Kavanagh, sitting to my right, is the chief of the training branch and will be our presenter today. First present an overview of the changes in the format for the continuation of the long-term training program and the guidance template you see this year. The rest of the presentation will focus on the MCH training performance measures. Laura will discuss each of the four MCH training measures and the corresponding and budget training form. Will conclude with a brief look at programs specific performance measures, performance measures specific to the LEND, School of Public Health and nutrition training programs. There are programs specific, others did not make the presentation, she will look at them as well. As you recall, these programs of specific performance measures you will be responsible for reporting on them in next year's continuation application. We will save questions until the end of the presentation, so now I would like to turn the rest of the presentation over to Laura Kavanagh, the chief of the training branch.

LAURA KAVANAGH: Thank you Madhavi. Hi, good afternoon and good morning, I'm Laura Kavanagh. Thank you so much for joining us. We have a good robust group of people on the call today, on the webcast today so we are very pleased. A quick reminder, two reminders. One is there is a PDF file I will be referring to on the website. If you haven't printed that out ahead of this broadcast, if you have access to a printer, please print that out. I will be referring to it and if not, you can look at it after the webcast. Also if you have any questions during the course of this broadcast, you can send them to us at any time. We'll be answering the questions at the end. And if you think of something later on that's fine, too. send an email either to Madhavi or myself and we'll make sure that we respond to your questions.

First I want to provide a brief overview of some of the changes and the due dates for the progress reports. As Madhavi mentioned, long-term training programs they are due April 23rd, later on next month. The guidance was emailed to you on Valentine's Day and followed up with the detailed budget form. We made a mistake and there wasn't a total line on there, so please use the revised form. Hopefully by now you have received a hard copy of the project report from the grant application center as well in case you would like to do it in hard copy. Just a little bit of an explanation of background about why we are making these changes in the format, for those of you who are part of programs that are competing, either this year or next year, you'll see that there's the format changing for all of our application guidances. Moving toward a common application guidance for any grantee who is applying for grant funds, and progress reports are using the same form. It will look very familiar to you, the sections in the progress report mirror those you will be responding to when you get to the competition. This is based on some changes that were required through the office of management and budget. Hopefully it will be easier for you, a format you are familiar with, and anybody applying will know the format.

Just a note on the budget, first of all, as part of your progress report, please make sure you include travel for the MCHB all grantee meeting, October 3rd through the 6th, Washington D.C., further information for you as soon as we have it. It should be any day we will have additional information about the meeting. Make sure you include that on your budget form. As far as the trainee forms, I'm going to refer to the first time for the PDF handout included on the website. The first page of that PDF is entitled current long-term trainee form, I'm going to talk about some of the definitional issues we have received calls about already so I know there are issues for several folks, and you might have others as well. So please refer to pages one and two of the PDF, which is the current long-term trainee form, the short and medium term, and the former trainee form. Talking about all three. For the trainee forms, reminder to you that long-term trainees are those that have greater than or equal to 300 contact hours with your program. That's the definition of a long-term trainee. Whether or not they receive a stipend from you. If you feel either exposure to the faculty or class work that they have benefited from your training program and you consider them a LEA trainee or PPC trainee or LEND trainee, they are to be included on this form.

We are asking for general information, total number of long-term train ease who participated for your last year, whether they received MCH support or not, and on the form you indicate whether or not they did receive support. So we are asking for their name, race, ethnicity, gender, entry to the program, degrees at entry to the program, position, the degree program in which they are enrolled, whether or not they received MCH support, and if they did, what was the amount of the support. Stipend, tuition, variety of different factors, pre or post-doc students, and any products the student produced in the past year. Don't need to be detailed, but two journal article, three presentations and two journal articles, want an idea what they produced in the past year. With this table we also would like to have tallies, race, ethnicity, what percentage of the total, etcetera, etcetera. I think the rest is self-explanatory. If not, we can come back to it at the question and answer period.

The next form that I'm going to refer to is the second page of the PDF, short and medium-term trainees. Just to remind you, short-term are those that have fewer than 40 contact hours with you, either rotated for a short period of time or received continuing education from you. Medium-term trainees, between 40, 40 or more but less than the 300 contact hours with your program. All we're interested in is the number and then the types of disciplines. If you haven't kept detailed information about disciplines on those who participated in CE, we understand. Do the best you can. We want to know are you providing training to different disciplines in the audience, whether it's CE or residents, might be rotating through your program. If you don't, if you haven't kept the data, just report what you have. Do the best you can.

For the former trainee information, which is the next table on the PDF, I'm on page two of the PDF, we need their name, their year they completed the program, degree, if the University was able to contact them because these are folks, remember, who completed the program five years ago. So it would have been they completed the program in 1999. Their current position title, where they are, city and state of residence, have they remained in the MCH field. More information on the performance measure, but this is one table to collect information about former trainees. Very similar to the table you filled out before about former trainees on the progress report. Shouldn't be too many surprises there. All right.

Moving along to next, continuing education form, it's the next page in your PDF file, page number three. For continuing education, we received feedback you were spending a great deal of time you were collecting this data and how could we make it more streamline. Tried to come up with a compromise to make sense, give us feedback and let us know if it works for you. What we are asking for is detailed information for only what you consider the five largest or five most important CE events for the year, but total at the bottom. For example, provide details about five CE events, the bottom you might have reached 1,000 people that were a lot of other CE events, more than what you are providing details here. Just provide the number, the method you used, the number of CE students, how long the duration of the CE event was, and whether CE was provided. Again, do the best you can. Give us feedback about the form if it's not working for you.

The next form is clinical services. Now, first of all, this doesn't apply to everybody. We are only asking certain programs to complete the clinical services program. I realize fully that we are paying, we are providing funding for you to be a training ground. What we would like to be able to do is provide within the HRSA and within the department and to others, let them know clinical services are being provided, even though the primary function is as a training program you are still providing clinical services. We want to be able to say title V is serving this number of kinds the country. Do the best you can to present this data. These forms are very different from items that you have submitted previously. If you are with a LEND program, a PPC program, or a leadership education and adolescent help, a LEAH program, you will be submitting those forms. Other programs you are not required to submit the form. Number one, provide whatever information that you have for this form. As I mentioned before, the clinical services are not your primary emphasis, we fully realize this. The funds are to support training. I also understand you don't always have data from other sites. You might have trainees that go out to other sites that don't report that clinical data to you. Do the best that you can. If you can provide an estimate, please do. But note on the form that this is an estimate because we don't collect data from this outreach clinic, etcetera, etcetera.

One clarification about ages on these tables, if, for example, you look at table 2 under clinical services, form 5, page four, can I give you any more numbers, children one to 22, that means through 21 up through the 22nd birthday, this is in the title V legislation, this is the target population of children and ado -- adolescents that we are responsible for providing services for. Look below in the age breakdown, it says one, and then a hyphen four. Same with five through nine, ten through 14. I know there was some confusion about the age breakdowns on the form. For many of you, most of the services that you provide are going to be in table 2, children served and table 3, children with special health care needs served. Again, do the best you can.

I know some of you don't have data by insurance status. If you don't, provide the total numbers and say you don't collect data by insurance status. Reminder that title 19 is medicate, and private other, whether they have private other insurance, or if they have none. I realize the clinical services table is very new to you, but it is exactly like the forms we ask the state block grantees to provide data in. We are trying to make them comparable to come up with one reporting system to show which kids we are serving through title V. I would like to talk about technical assistance form. Like the continuing education forms, this form we are trying to make it easier for you to report so it doesn't have to be an exhaustive, but the top collaborative efforts in the past year, provide the total number at the bottom so we have a reach of the program, but only details on eight or ten. Don't have to spend all the time on reporting, but we can get a better idea of the breadth and the depth of what you are doing on technical assistance. Okay. That's it for the forms.

I know there have been some questions about publications and other materials. We changed a couple of the categories from what you had reported on before. There is a section called marketing and dissemination. That's where you should report publications produced by faculty in the past year. Also talk about any other dissemination mechanisms, if you have done webcast, if you have burned a CD-Rom, other mechanism for disseminating findings, please include it in the marketing and dissemination. Okay. Let's move to just an overview beyond the narrative and those sort of tables of the performance measures and what you are going to be reporting on. Just a reminder as Madhavi mentioned at the beginning of the broadcast, four categories you are going to be reporting on next year.

Number one, training performance measures, all training programs are going to be reporting on. Then program specific measures. I'm including those in the broadcast today but you are not required to report on those this year. I just wanted to give you a head's up that they are coming, you will be reporting on them next year, in the electronic system that will capture all the data. But also to give you an idea of what other programs have developed so you have an idea of are you in the same, are you on the same wavelength as some of the other training programs as well. These are negotiated measures that you are reporting voluntarily, so we can also change them over time. We can change the performance measures over time, too. I would like to keep them as close to where we are now so over time we can report some progress over time. You'll then be reporting budget information, and we'll talk about that a little bit, and then administrative data. Most of that is already included in your progress report in the narrative. Continuing education, technical assistance, but we will be asking more information about the faculty and issues as well.

Let's go to performance measures. The first performance measure is performance measure 7, the degree to which MCHB-supported programs ensure family participation in program and policy activity. This is a self-report. If you look on your PDF under evaluation impact, page eight, this is the data form you are going to be reporting on for family participation. Do your best to fill it out. The first time you have seen, not the first time you have seen the form but the first time you have reported on the form. Be honest. Let us know if there are areas you are struggling with, if perhaps we could be of assistance, and you are reporting a 0 to 3 in each of the six categories here and a total score. For this year you'll be filling it out in your own progress report. Next year on the electronic form it will tally everything for you.

The next performance measure is performance measure number 8, percent of graduates at MCHB long-term training programs that demonstrate field leadership after graduation. This goes to what you are reporting in a table on former trainees as well. The cohort here, those that completed the program five years ago. I heard have several folks they don't have data from folks from five years ago. Might have recently done a survey and did it four years ago or six years ago. Because we weren't sure when this was going to hit the streets, report on the year you have the data for but please note if it's a year other than 1999 what that year is. Okay. So report for one cohort year. If you have 1999, please report on that year. In subsequent year, you'll be reporting on a one-year cohort each year. Next year those that completed the program in 2000, the following year 2001, etcetera, etcetera, etcetera. We are asking you to report the total number of graduates, those of you who have lost to follow-up, and listings, and they will meet probably more than one of these criteria, they might meet more than one in the area of academics, clinical excellence, public health public policy leadership, or advocacy leadership. If they meet one of them, they count as a leader. You might have a graduate who has met these criteria in more than one area. Okay.

The next performance measure is performance measure number 9, the percentage of percent of participants in MCHB long-term training programs from underrepresented groups. This is on page 11 of the PDF, and again, it's, oops, that's not true. I lied. Let me go back. Cultural competency is number 11. It's page number ten, I apologize, and we are asking you only to report the numerator, denominator, and the measure. I know we have defined underrepresented groups very broadly. Do the best that you can with this measure and give us feedback about how you would recommend we improve this over time. The next performance measure is number 11, cultural competency, self-report measure. You are rating yourself on a scale. Again, please be honest. I hope that this can be a tool for growth and discussion with, as you develop your curriculum. If the score is 0-27, you just rate yourself. Next year on the form it will tally it for you, electronically. This year you are filling in the word document. Okay. That's the end of the PDF documents. You won't need to refer to that anymore until we get to the question section.

Now I'm going to talk about the program specific performance measures, give you a heads up I'm going to go through these rapidly, you are not reporting on them, just to give you an exposure to see what other programs have developed. A lot of commonality, but next year you will be reporting to tell your story as one of the groups of training programs. For

LEND, leadership education in neurodevelopmental disabilities, several performance measures. One talks about collaboration with State Title V agencies and other MCH and MCH-related programs. One that looks at trainees who continue to serve individuals with disabilities and their families. Beyond those in the MCH field, they want to know those that continue to serve those with disabilities. The next LEND, is value at one, five, and ten years after completing the program.

The next is publications and products developed on disabilities and children with special health care needs. We went back and forth on when this was going to be a performance for MCHB, and ended up being one for our staff, MCHB staff but not for grantees in this go around of performance measures. That would be a LEND specific performance measure. The final LEND specific performance measure is those that incorporate the medical home concept into the curricula or trainee, this is in the bureau to see how they are in the development of medical programs. What we will do, we will make sure the detail sheets are available to you. I'll email them on the training listserve, we will post to the website shortly. We are very excited about that, and coming along beautifully. Tested with a group of grantees later this month and I hope will be available in may.

The next group of training programs specific measures, the pediatric pulmonary measures. They will look at the degree to which medium-term trainees have awareness on the interdisciplinary care. They felt the data they were going to provide in the progress report about numbers of trainees did not capture what they wanted to about the medium-term trainees. The second one is the degree to which PPC faculty shows the leadership using the same measure we are for trainees of their faculty. Nutrition program is also developed with program specific performance measures. Number one is looking at the leadership activities carried out by training program faculty, and the percentage of nutrition training programs that incorporate bright futures or other national practice guidelines into their curricula. Also going to look at CE nutrition activities that use new technologies to expand the reach of the CE efforts.

Moving now to schools of public health, they have also developed some performance measures that are specific to schools of public health. They are looking at the number of scholarly articles, like LEND looking at the publications of products, chapter, books and other products produced by faculty and trainees, partnership maintained by the school of public health, that's it for the program specific performance measures. After talking about the schools of public health specific performance measures. Now I would like to move on to the budget information and talk about that very briefly with you. [please stand by]

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LAURA KAVANAGH: Are you hearing me? All right. That's good enough. Are we seeing the slides and hearing me? Okay. Let's, you want to go ahead and proceed then? Okay. So I just need to start with budget information again then. Okay. I understand that we lost our connection for just a little bit, I'm going to back up to where I think we were when we lost our connection to you. We are talking about budget information.

We finished the program specific performance measures, and now I want to talk just very briefly about the budget information and the different ways that you are going to be reporting it to us in the future. The first form will ask you about budget details and about leveraging of funds. If you are using other funds to pay for training, stipend, for example, in-kind contributions for faculty, you'll report those on the first budget form. Also a request to provide budget information on budgets versus expenditures. Providing that in a different format but next year it will look different. Form 3 you don't need to worry about. Form 4 will ask you to talk about the budget in terms of levels of the pyramid. Put all the budget in the infrastructure. Don't fret over that. Just don't put it in the infrastructure, appropriate for the training program. Then we are going to ask about information about individuals served by age and insurance status, we talked about that. That will be only for the programs reporting the clinical data, and then ask you some information about just to describe your project. Similar to your, the abstract form currently. And then a section that asks you about reporting, tracking your performance measures.

For administrative data, most of this is already included in your progress report this year, so you will have seen all the forms already this year. There will be a few new pieces of information about faculty and staff that are not in your progress report this year. We are going to ask you to report on race, ethnicity of your faculty members, and a few more details about faculty than we currently ask for in the budget form, but the long-term trainee data, former trainee data, short and medium-term data, are exactly the same tables you see this year in your progress report. That's it for the overview. I know that you have questions, I know that several were sent ahead of time. Please use your screen to type in the questions. Madhavi will feed me the question and do the best to answer it here. If we can't, we'll email you following the broadcast and do our best to answer any questions there. If you need to reach me there, is my email, my direct line. Please feel free to give me a call or send an email also. I know there have been some questions about the progress reports. That's it. We'll take questions now.

MADAVI REDDY: Okay. Great. First set of questions comes from University of Alabama at Birmingham. The pediatric pulmonary center there. These are from Nancy. First question, does the 30-page restriction on the length of the progress report include the budget, budget specific abstract, in the past we have not included it.

LAURA KAVANAGH: This year it does. It includes everything, table of contents, budget justification, the progress report and anything else. Why am I doing this to you? We understand that with the new electronic system, reporting system, there will be a limit on the amount of information that you can put into the system, and it's equal to 30 pages of typed text. I want you to understand this is the limit forthcoming, I didn't want there to be a tremendous difference between what you are reporting this year and asked to report next year. To be honest with you, this year if you need a couple of extra pages, use the extra pages. But I do think we'll have to have this 30-page restriction, my understanding with the electronic system, that's going to be it. That's all that will be available to you for the reporting. So anything that you can do to help streamline things this year, putting things in table format or those sorts of things, will be greatly appreciated and serve you well with the subsequent reporting.

MADAVI REDDY: Question two, on the current long-term trainee form, can we list products and progress or only those products that have been completed?

LAURA KAVANAGH: As long as you indicate on the current long-term trainee form under the products, which ones, I'll give you, if one of your students has submitted a journal article but not published yesterday, that's fine. Note whether it's been published or been submitted or publication or what the status is, that's fine.

MADAVI REDDY: Okay. Number three, on the current long-term trainee form, do we record the dollar amount for each trainee only for calendar year 2003, or total support throughout their trainee shift, 2003, 2004.

LAURA KAVANAGH: Our intent for this form, this is a reporting form for this budget period, July 1st of 2003 through June 30th of 2004. So it's a one-year reporting. So it's the amount that you, the amount of stipend you paid in that year. Not the student has received over the whole course. Down the line we'll be able to track that over time, we'll be able to see what it is over the course of their tenure within the program, but this year just report it for one year.

MADAVI REDDY: There is one more question from Nancy. On the continuing education form under duration in hours, do we record only the number of hours that the faculty member actually presented or record the total of number of hours offered in the continuing education?

LAURA KAVANAGH: Repeat that.

MADAVI REDDY: Sure. On the continuing education form under duration and hours, do we record only the number of hours that a faculty member actually presented or record the total number of hours offered in the event?

LAURA KAVANAGH: It should be the number of hours that the faculty was, that the faculty presented. I think that's the right. I'm still confused by the question, to be honest with you. You are saying might have presented for longer than they are getting credit for, is that the issue? We can only ask, we are only asking you to report what your faculty, the faculty, your faculty time is spending. Faculty somebody else is presenting, yeah, I would say it's what their faculty is contributing to the CE event.

MADAVI REDDY: Okay.

LAURA KAVANAGH: If that's not the right answer, Nancy, send back another question, and I can clarify.

MADAVI REDDY: Okay. Are we to include travel for the MCHB all grantee meeting for all PPC faculty or only a select number of faculty, one, two, five?

LAURA KAVANAGH: The latest that we have heard, those invited to participate is one to two per program, a smaller number. If you were to budget for two, you should be perfectly safe and you might have some extra for, I think that, two would be a safe number.

MADAVI REDDY: Okay. For the developmental and behavioral pediatrics programs, are they required to submit the clinical form, form 5?

LAURA KAVANAGH: No, they are not required to submit that form. If you have the data and like to report it, we would love to vit. But you are not required to submit that information this year.

MADAVI REDDY: Okay. On the former long-term trainees form, actually we have already gone through that question. For LEND, the first, or the grantee, the question is between grant cycles and they want to know what information do they turn in? They are waiting to see if they receive a grant in the new cycle.

LAURA KAVANAGH: Right.

MADAVI REDDY: So they are not clear if they have to submit a progress report or what information.

LAURA KAVANAGH: Okay. If you were in a program which is half of the LEND cohort, the certificate in public health program, CE and distance learning are all up for competitive renewal this year. If you submitted an application this year, you don't need to submit a progress report because you submitted a five-year progress report already with your new application. So even though I've been sending out email messages to everybody just to make sure everybody is covered, you don't have to submit a progress report. Let me repeat that one more time. If you are in a LEND program that competed this year, half of the programs competed this year, if you are the certificate in public health program, continuing education, competed this year, active program and you are continuing, you do have to submit a progress report or distance learning program that competed this year, you submitted a new application this year, you do not need to submit a progress report. You have any questions about there, contact your project officer, they'll let you know whether or not you need to submit a progress report.

MADAVI REDDY: Okay. Going back to the clinical services form, form 5, the person who asked the question is not clear about the gray areas. If you could go through that.

LAURA KAVANAGH: I'm going to refer you to the PDF file page four, clinical services provided, form five. This is very confusing. Asking about the gray area. For the gray area, that means don't fill in those boxes. When this becomes an electronic document, those will be blocked off for you but it was hard to, it's confusing. But ignore the darked in areas. Will you fill in the boxes that are white.

MADAVI REDDY: The current long-term trainee form, are we to include funded and non-funded trainees, and they're assuming that for the former trainees form, they will only include trainees that were funded.

LAURA KAVANAGH: Okay. Two questions. First I'm going to refer you to the first page of the PDF, current long-term trainee form, the question, I'm sorry, was?

MADAVI REDDY: To include funded and non-funded training.

LAURA KAVANAGH: You are to include both funded and non-funded trainees on this form, and to indicate on the form if they got MCH support or not. That's in the form. Now I figured this was going to come up. We made a mistake. On the former trainee form, on page two of your PDF, at the top it says definition of former trainee grant supported trainee, five year post graduation. If you look at the performance measure for former trainees we asked you to report on all trainees, whether or not they received a stipend or not, those who benefited from the program. Our intent was that they be all trainee, whether or not they got support or not. But the instructions were not clear here. So, what I would say is report as we have requested here on the former information trainee form. On the table, only include those grant-supported trainees five years post graduation. Difference for the performance measurement. We made a mistake.

MADAVI REDDY: Okay. On this question, it comes from a School of Public Health grantee, she wants to make sure the School of Public Health will not have to report on performance measure number 7.

LAURA KAVANAGH: On family participation.

MADAVI REDDY: Right.

LAURA KAVANAGH: Yes, that's correct.

MADAVI REDDY: Next question, some of those on the current long-term trainee form for 2003/2004, in this particular grantee situation will not graduate five years from now, Ph.D. students. Is it your expectation those followed up five years post graduation for performance measure number 8 will not be inclusive of all those on the long-term trainee form?

LAURA KAVANAGH: Yes. I would expect that not everyone would complete the program in five years, although for most of our training programs it will be the case they have completed. You might want to note that when you report on the five-year cohort you'll be reporting on them when they would complete the program later on. But no, I would expect there would be some discrepancies between who you are reporting this year as current and those who leave the program for a period of time and come back, there are different issues that might arrive.

MADAVI REDDY: Okay. Next question, is the 4/2/04 deadline applicable for LAMP progress report?

LAURA KAVANAGH: I don't know what that is.

MADAVI REDDY: This was submitted by Ruth English Pearson. If you could send in an clarification of what LAMP is, that would be greatly appreciated. Next question, we give medical students a 20-hour course on adolescent health. This course is required. Where do we include this progress report?

LAURA KAVANAGH: Repeat the question one more time, I'm sorry.

MADAVI REDDY: We give medical students in our program a 20-hour program on adolescent health, it's a required course. Where do we include this in the progress report?

LAURA KAVANAGH: If you look on the PDF page two, short and medium-term trainees, 20 contact hours they count as a short-term trainee. Report them there, and then list whatever the discipline is of their residence in medicine. That's why you would report it.

MADAVI REDDY: This same question is from Susan Pearson, she says we have about ten pages of faculty products, publication, etcetera. That's one-third of our 30-page page limit. What should we do?

LAURA KAVANAGH: Cut them down. Either come up with a format that is, that allows you to present them in tabular form or make a decision to make, have a summary where you only list, for example, the faculty members name and list a few citations for the articles you feel are most important and say plus six additional articles, but as I said, starting next year, the 30-page limit is going to be an absolute restriction on what you can enter into the system. Anything you do this year to try to pear it down, I understand it's more difficult for some programs than other that have multiple disciplines on the faculty who are all very productive faculty members, but do the best you can to pair it down. I wouldn't eat up ten pages of my progress report on faculty publications because I don't think that's reporting the true full complete progress of your grant program.

MADAVI REDDY: Okay. Next question, to keep page limits low, can we use 10.5?

LAURA KAVANAGH: No, no. Because we all have to read them. No cheating. I have written grant applications for many, many years before coming here. I know all the tricks. And don't change the margins either, please.

MADAVI REDDY: You went over the budget kind of fast. You mentioned don't fret about budget form number four. But I did not catch what we should report on that. I do not have the PDF file available.

LAURA KAVANAGH: I'm checking my notes right now. Budget, the question is about budget form number 4. Sorry. Lost my spot. And I turned some over and others not. Budget form number 5 is a budget form you are going to be asked to report on next year. My recollection is that it is not in your progress report this year, I don't think you have to worry about it at all this year. But when you have to report on it next year, it's going to ask you to report your budget for your program by type of service. What we mean by type of service is the maternal and child health pyramid, direct service, population-based services, and infrastructure. For training programs what I'm telling everybody, put your entire budget in infrastructure. The reason why we are asking, giving you grant funding is for training, and training is clearly an infrastructure service. I know you also provide direct service and do enabling services, but for these purposes of this reporting, put it all in the infrastructure section. You won't have to deal with that with the progress report this year. I'm trying to give you a head's up. There are a few discrepancies from this year and what we will ask from you for next year.

MADAVI REDDY: Should the checklist be included? It was not included with the form.

LAURA KAVANAGH: Should the checklist be included? It was not included with the form. Assurances and certifications, or -- if it wasn't included with the forms, don't worry about it.

MADAVI REDDY: If you want to send in another, a clarification to that question, we'll try to get to it at the end. That question was from Sylvan parker. Next question. To include the number of medical students we teach in CE or short-term training? The form?

LAURA KAVANAGH: I would include them in short-term trainees.

MADAVI REDDY: Okay. We submitted a fiscal year 05 through 09 LEND grant application and included a progress report for 1999 through 2004. Do we need to submit a separate progress report for 2003 through 2004?

LAURA KAVANAGH: No. If you just, if you were part of the competition for LEND this year and you submitted a new application through the competitive process, you do not need to submit a progress report this year. You will next year, but not, in the year that you compete you don't have to submit a separate progress report.

MADAVI REDDY: Okay. This question, how are we supposed to deal with family center performance measure, number 7, which is difficult with adolescent health issues?

LAURA KAVANAGH: Good question. You know, in my mind, whenever I think about family incorporation, I mean look at the actual measure, I think about that as family and youth, and that might be in a, an example of a measure that we need to modify the measure to be more clear about what we intended because right now it just says family members, and to be more clear we probably should have said family members and youth who participate on advisory committees or task force. I'll tell you what, for this year what I would recommend you do is if you feel you have good youth involvement in the program and you want to report that, note that you're scoring yourself based on the definition of family members means family members plus youth. On the bottom of the performance measure. And score yourself if you feel like that is a more accurate reflection. That's a very good point. It's misleading the way it's currently written.

MADAVI REDDY: Okay. This question, I guess it depends on what program she is referring to, but she says will the current fiscal period remain the same from June to May of each year?

LAURA KAVANAGH: Yes. For those of you who are on this call who have progress reports that are due this Friday, April 2nd, your progress, your budget and program, your budget period is June 1 through May 30th of each cycle. This presentation was focused more on those whose applications are due April 23rd, with a July 1 through August cycle. We have programs due at different times, except schools of public health. Schools of public health, we put them in the guidance with the other long-term training programs, they have a June 1 start date. Good point. That question is -- we try to make it as confusing as possible. No, we are trying to get clarification and have two sorts of guidances, one for the CE and one for the long-term terms, there are still some things that we still need to work out.

MADAVI REDDY: May we submit follow-up information for former trainees who are more than five years out of training, graduates before 1999?

LAURA KAVANAGH: Absolutely. One place you can talk about those former train ease -- trainees is in the leadership form, and one of the things we were asking for the performance measure were measures at five and ten years completing the programs, but the office of management and budget felt that was too long for us to ask grantees post getting the money. Any data you have for train -- trainees you have before, it would be very rich and add to the story of what the contribution of the training program has been.

MADAVI REDDY: Okay. Next question, do we need to keep the format of the form you sent, for instance, for performance measures, data for two different performance measures on one page to save space?

LAURA KAVANAGH: Yes, you can report data for two performance measures on one page to save space, as long as you report on all the places required in the data collection form. But yes, some are shorter than others.

MADAVI REDDY: Ruth English Pearson sent another message. LAMP, Los Angeles mentor program.

LAURA KAVANAGH: Graduate mentor education program. That program is, June 1 through the end of May. Your progress report is due on April 2nd. Most of what I have gone over with, gone over in this program today including the performance, including the clinical data, and those who are assisting -- some of the material that I have gone over today you are not required to report on. Send me an email after this broadcast and I'll respond to you. We can clarify exactly. Follow your guidance that was sent to you for what your reporting requirements are. It's a little bit different for the graduate medical education program, the CE programs and the distance learning programs, and the long-term training programs.

MADAVI REDDY: Do we include in leverage dollars research or other trainees who do not participate in the LEND program but who are exposed to the interdisciplinary process during the course of the work?

LAURA KAVANAGH: Do you include them in the budget?

MADAVI REDDY: Leverage dollar.

LAURA KAVANAGH: On the budget form do you include, yes. Any other sources of funds that you feel are contributing to your training program, and might be expanding your trainee pool would be fair game for that form.

MADAVI REDDY: Okay. We had a question, please repeat information on performance measure number 7 for schools of public health.

LAURA KAVANAGH: Schools of public health, number 7 on family participation, you do not need to report on that measure.

MADAVI REDDY: Okay. Can we report aggregate data on faculty ethnicity rather than individual?

LAURA KAVANAGH: That's fine.

MADAVI REDDY: Question again says how about budget form number 4, and I think you have gone over this.

LAURA KAVANAGH: Budget form 4, I don't think you have that in the progress report this time, trying to give you a head's up what's coming down the road. When you get to that one, it asks you to report by level of the pyramid, put it in the infrastructure section.

MADAVI REDDY: Another question, along the lines of the one before, can we aggregate faculty ethnicity rather than by individual when there is a large faculty?

LAURA KAVANAGH: Yes. Okay. In case you didn't hear Madhavi, whether you think aggregate faculty ethnicity if you have a large faculty, and that's fine.

MADAVI REDDY: Continuing education activities, did you say to just report the top five, and the total, and total the number of participants for all CE activities at the bottom of the forms? Is that the correct way to do the reporting?

LAURA KAVANAGH: Make sure I'm not misspeaking, I believe that is correct. Yes, you provide detailed information for your top five, whatever you consider your five most important, the ones that had the broadest reach, however you provide the top five, provide detailed information. The bottom of the table report total number reached through CE events.

MADAVI REDDY: One question, we conduct our major CE event in late May or June. How do we capture this in the CE form? Should we include the event that we conducted last June in this progress report?

LAURA KAVANAGH: This has been an issue that many people have brought up and something that we are still struggling with. What we are asking to you do is project forward to the end of your budget cycle, which for most of you is the end of June. Do the best you can to project forward for the 12 months of July 1st of 2003 through June 30th of 2004. Things like CE events it's your best guesstimate. My understanding is that with the new electronic system, when you submit the progress report you'll be submitting provisional data and you will be given the opportunity at the end, fully at the end of the period to say we thought we were going to reach 150 people but we reached 250 and you can make the correction. The reason why there is this lag is that we, as project officers review the progress reports and we need to review them first before we can make recommendations about whether or not you'll continue to receive funding, and it takes time to do that. So that's why the reports are due before the very end of your project period. There is this lag in time that I understand is a struggle. For some things like you know the number of trainees generally you are going to have for the year, the long-term trainees, you know generally who the faculty are. Do the best you can to project forward for any event after April 23rd and through the end of June. That's the best mechanism we can come up with to address that is the idea of provisional data.

MADAVI REDDY: For nursing leadership, do we submit the clinical data?

LAURA KAVANAGH: Nursing leadership you do not need to submit the clinical data. Again, if you have it and you would like to report it I would love to see it but it is not a requirement.

MADAVI REDDY: Okay. Next question, University of Arizona does not have graduates five years post graduation yet. Can we leave out data collection form for performance measure 8?

LAURA KAVANAGH: Yes, just note in the progress report that you don't have five-year graduates yet, that you'll report it as soon as you have them.

MADAVI REDDY: Let's see, I am scrolling through just to see if I missed any questions here.

LAURA KAVANAGH: If you have any additional questions, type them in. We'll give a little time for you to do that as well.

MADAVI REDDY: On page ten, the denominator the number of long-term trainees from this reporting year or from the total years of the training program?

LAURA KAVANAGH: On page ten of?

MADAVI REDDY: The long-term trainee form.

LAURA KAVANAGH: Long-term trainee form.

MADAVI REDDY: No, probably not for --

LAURA KAVANAGH: Performance measure?

MADAVI REDDY: Performance measure, yes.

LAURA KAVANAGH: The question is?

MADAVI REDDY: The denominator, the number of long-term trainees for this reporting year or the total number of years for the reporting year?

LAURA KAVANAGH: Everything in the progress report is this reporting year except the former trainees you are collecting data this year but they completed the program five years ago.

MADAVI REDDY: I think there's one more question here. Actually they're coming in. When will the new performance measures be implemented? When will the new, the program specific programs measures, I assume?

LAURA KAVANAGH: Yeah. The program specific measures, you'll be asked to report on those next year with the new electronic package. It will all come together. We tried to expose you to as much as we could of what the new system is going to look like this year so you wouldn't be surprised with both new content and a new mechanism for submitting data next year. But the new program specific performance measures, you'll report on those next year.

MADAVI REDDY: On the form for current long-term trainees, what should we put for position, trainees, something else, how do you classify the trainees?

LAURA KAVANAGH: In the current long-term trainee form, page one of the PDF, position at entry is what the position was before they entered the training program. Might have been a student before, might have been working before they came in the program, whatever your position was before.

MADAVI REDDY: Next question, can you confirm that indirect costs are still allowed at 8%, only on expenses under section A, non-training expenses of the detailed budget form?

LAURA KAVANAGH: My understanding is that yes, the 8% indirect still applies and the indirect applies to all training programs, budget items, except for subcontracts over $25,000, tuition, right, tuition and fee, my understanding includes stipends, the stuff you were including in section B of your budget, and I think consultant costs is the only, is the only one that's excluded. I think the one area that people seem to be confused about is whether tuition and fees include stipend. And my, what I asked for clarification for grants on this, and they said that tuition and fees include stipend. I think the rest is clear in the budget, in the budget form part of your progress report. You have a question, send an email to your project officer and they'll get clarification. But the indirect rate has not changed, still capped at 8%, including certain parts of the budget.

MADAVI REDDY: This question, we have more than 70 long-term LEND trainees each year but all are funded from non-MCHB sources. Does this mean we enter no information on the short and medium-term trainee?

LAURA KAVANAGH: If you have no short and long-term trainees, then you would not enter them. All of them have more than 300 contact hours with the LEND curricula. If they do, then they, they are long-term trainees and should be reported as long-term trainees.

MADAVI REDDY: Our budget period goes from June 1st through May 3 -- 31st of each year and guidance says April 23rd, not April 2nd. This is contrary to what you have been saying in this broadcast.

LAURA KAVANAGH: Schools of public health are the exception here. Because they are a long-term training program that is off-cycle from the other training programs, I included them with the long-term training programs because the guidance is more applicable to you. To clarify what you said in the question is exactly right. For schools of public health, your project period is June 1st through May 31st. And your progress report is due April 23rd, like the rest of the long-term training programs. Madhavi has a shorter period of time to review your progress report to get your notice of grant awards back to you in time for June 1 start. You are exactly right. And we are working on it.

MADAVI REDDY: Okay. Will there be program specific performance measures for nursing leadership programs?

LAURA KAVANAGH: It is up to the individual program to develop their own program specific performance measures. If the nursing programs would like to develop performance measures, I would welcome it. Because I do think that there are aspects of your different programs that are not captured in the four training performance measures we have developed for the whole program as a whole. Block grants that are state negotiated measures, and I would encourage you if you like to. you will need to do it quickly. If you do develop them, we would like to incorporate it into the new system.

MADAVI REDDY: Next question, can we charge indirect on trainee travel?

LAURA KAVANAGH: Send an email to your project officer and ask that question. I'm not sure.

MADAVI REDDY: Next question, if there are large number of trainees, how many can we fit on a page? Can we have two columns?

LAURA KAVANAGH: Sure. You can have two columns.

MADAVI REDDY: Okay.

LAURA KAVANAGH: Just don't make it 8 points with .25 margins.

MADAVI REDDY: Looks like the last question. On the former trainee form, does that mean for the 1999 graduates, only, or is it referring to 1999, 2000, etcetera, etcetera, I think you have gone over this.

LAURA KAVANAGH: The former trainee, only those who completed the program in 1999. If you didn't have, if you didn't collect data and you happened to have, you happened to have done a survey recently where you have data from another year, specify what that year is for this year. In subsequent years we'll be asking you to report on the cohort who completed the program five years ago.

MADAVI REDDY: Okay. I have a couple more questions. This person needs clarification on the TA consultation form. Their sound wasn't working during that portion. Can you go over that form again?

LAURA KAVANAGH: Sure. This is on page six of your PDF, talking about the technical assistance and collaboration form, and like the continuing education table, we are only asking you to report on a subset of all the technical assistance and collaboration you do a year. Report on this form the full table for eight to ten of the most significant TA or collaborative activities in a year, the bottom of the table please provide the total number of technical assistance or collaboration sessions, the total number, who were the recipients, and geographical descriptor. 20% were local, and 25% were national.

MADAVI REDDY: Next question. Do we need to report every objective and result, or if we have a lot of objectives, should we just indicate we have accomplished them, highlight where we are having problems or highlight anywhere we want to bring something to your attention?

LAURA KAVANAGH: I would highlight the areas you would like to bring to our attention. We are asking you to report on the goals and objectives that you initially submitted in your application so over time we can look at progress. You have a lot of objective, you feel like for most of them you are achieving your objectives. State the areas you were either struggling with or had achievement that you thought you had in that area. I understand you need to summarize some of those. That's perfectly fine.

MADAVI REDDY: Next question, do we need a business officer to sign the report?

LAURA KAVANAGH: You need to have, it needs to go through your officer supported program. Who are is the official program -- the cover sheet needs to be signed by both the project director and whoever the business office, so yes, it needs to come through your business office.

MADAVI REDDY: This question is in reference to a previous question about the checklist, the checklist is the last page of the progress report, and that does include the assurances. This page was not included in the application guidance, so I'm assuming it should not be submitted.

LAURA KAVANAGH: That's correct. It wasn't in the guidance this year, you don't need to submit it. I know we have had that in previous. My recollection is that that was removed when I included it in an earlier draft, that they didn't need that anymore. So if it's not included in the guidance, in the continuing application guidance sent to you via email and you should get a hard copy, you don't need to include it even if you have included it in previous years.

MADAVI REDDY: Question about the MCH performance measures, they asked for a long-term trainee follow-up, regardless of funding. If we are LEND and need to report former long-term trainees who participate in LEND program, won't we be reporting this information twice? Basically saying in performance measures and long-term trainee form you are reporting on the former trainees, she feels you are reporting on this information twice.

LAURA KAVANAGH: Reporting in two different areas. In the table you are reporting by name. In the performance measure you are reporting aggregate data, this percentage of our former trainees were leaders in the field five years post graduation. You are absolutely right. They are related. I don't think duplicative, but we will make sure if you enter it once you don't have to enter it more than one. Might be overlapping on this one, but the performance measure is general, not reporting the name, race, ethnicity, but the table you are. More detailed information in the table.

MADAVI REDDY: Okay. Next question, again, on the performance measure regarding former trainees, do the percentages need to add to a total number? In other words, do we count the graduate only once in the percentages?

LAURA KAVANAGH: The question is about long-term trainee performance measure. Can you repeat the question, please?

MADAVI REDDY: Sure. This is regarding the performance measure on former trainees, do the percentages need to add to a total number, in other words, do we count a graduate only once in the percentages?

LAURA KAVANAGH: Okay. No. You might have a graduate, for example, who you would check as being an academic leader and a clinical leader. So they would be in both categories. This sum will likely sum to greater than 100.

MADAVI REDDY: Okay. This question, what is the web address for the PDF with the trainee forms? It's not up on the web. He is assuming the PDF that we attached --

LAURA KAVANAGH: It's on the MCHCOM.com, where you came to register for this session is also where the PDF that we were referring to and the power point slides are on that website. On the website go under register and underneath there, two other link, one for the power point and one for the PDF.

MADAVI REDDY: Looks like all the questions that we had. One has snuck in. How does performance measure 8 relate, of the, to the LEND specific performance measures, the percent of LEND trainees who at one, five and ten years post training work with other disciplines or individuals with disabilities -- [inaudible]

LAURA KAVANAGH: I see it as a different measure. Performance measure 8 is asking about those who are leaders in the field five years post graduation in these areas, academics, clinical, public health, public policy and advocacy. The LEND measure, my understanding is that the LEND measure is looking at one, five and ten years, are you continuing to serve children with disabilities in the field. You might be a leader, but a slightly different look at your former trainee of what their accomplishments are.

MADAVI REDDY: Next question, some of us are doing distance learning training. Do we include students enrolled in online courses as trainees or recipients of training activities?

LAURA KAVANAGH: If you are, if you have data that supports number of contact hours for distance learning and you think they qualify as a short-term or medium-term trainee based on the number of hours, I would count them as short-term or medium-trainee. If you don't have the data, some of you may not, I would report them as in the continuing education session. I would like your opinion as to how you think is the best way that you could be reporting on them. We are encouraging you to use distance learning technology, and I think the current forms don't capture that very well, to be honest with you.

MADAVI REDDY: Next question. Will this presentation be available for replay, archived webcast of this should be available one to one and a half weeks at the MCHCOM.com website, so I would check back in about a week and a half under archived webcasts to make sure that that, this webcast is available.

LAURA KAVANAGH: We will do our best to get it up as soon as possible. I realize with this broadcast in particular, the time sensitivity because you are preparing your progress reports now. Some of you may be finished and were just double checking you had done it the way we had hopefully intended. But we'll do our best to get it up as quickly as possible. This is time sensitive information.

MADAVI REDDY: Right. Next question. Do nursing training programs need to complete performance measure and in number 7 on family participation?

LAURA KAVANAGH: Yes, nursing programs do need to complete performance measure 7 on family participation.

MADAVI REDDY: Okay. Next question, even if we have a number of former LEND trainees but none are MCH funded, do we leave the former trainee information form blank?

LAURA KAVANAGH: No, because in that form we ask you for, I think I'm talking about the right thing, we ask you for, for the former trainee, I see, in the form none of them are MCH grant supported trainees. The form the way it's currently written, right. If you had none that did not receive support, that would be blank. They would be included in the assessment for the performance measure but we made a mistake. Yes, that's correct. Just put not applicable or all former trainees were supported through mechanisms other than MCH.

MADAVI REDDY: That looks like we have come to the end of the questions. If there are any other, any further questions, I would go ahead and submit them now. Wait a couple minutes to see if we get any in. Otherwise Laura and I would like to thank you for participating in this first MCH training, MCHCOM.com webcast of the year and look forward to having webcasts one a month, so we'll have one at the end of April through October. So we'll try.

LAURA KAVANAGH: Oh.

MADAVI REDDY: Probably won't be one in May. Yeah, in May. But we'll try to have one a month for any MCH training program. So if you have any suggestions for topics, just submit them to me, my name is Madhavi Reddy, MREDDY @ HRSA.gov. I don't think there are any more questions.

LAURA KAVANAGH: Thank you very much for participating and please fill out your evaluation form. This is a different sort of broadcast than we have had before. We would love to hear your feedback. Thank you very much.

MADAVI REDDY: Thanks.