

DATA COLLECTION
National Information and Reporting System
Training Handbook

REPORTING TRAINING AND TECHNICAL ASSISTANCE DATA

The following information will hopefully clarify **who** should report their training and technical assistance activities, **why** the data are important, **what kind** of activities to report, and **how** to report activities.

Who should report their activities?

1. All Boling Center Staff
2. Boling Center Trainees and fellows -long term and short term

Why do we report data?

1. The Administration on Developmental Disabilities and the Maternal Child Health Bureau require documentation of our training and technical assistance activities SPECIFICALLY AS NOTED ON THE REPORTING FORM
2. To compete successfully for grants, to document our productivity for the University and community, and to plan for future activities, we need quantitative data relating to what we do.
3. The Reauthorization in 2000 required the UCEDDs to report IMPACT DATA. The new NIRS (National Information and Reporting System) was designed to lessen the submission burden on UCEDDs. The system was revised and reduced to few data sets to streamline and make data more user friendly.

What kind of activities to report?

The NIRS system is now combined into four data sets:

- Trainees
- Projects
- Activities/Impact Dataset
- Products

Trainees Dataset

Staff responsible for this data set is the Training Coordinator, Administrative assistant and the Discipline supervisors of trainees. ALL CURRENT YEAR TRAINEES WILL NEED TO BE ENTERED INTO THE DATASET AT THE BENGINNING OF THE NEW FISCAL YEAR. This dataset will allow for better follow-up, better tracking of former trainees and the ability to r run reports on trainee specific data.

Projects

- Staff responsible for this dataset will be the Business Manager. This data set will capture the general information on funded initiatives by the UCEDD or the LEND programs.

The difference between a project and activities is simply a matter of the use of resources and duration. Projects usually have funding that gets directed to other activities or discrete functions (example, salary for an employee) and may last a couple of years. An activity is usually a one-time event and is usually associated with functions that are more general such as dissemination.

Activities

Activities are those functions that staff performs for problem solving. The Activities dataset is intended to record information on individual, time-limited events with a more targeted purpose. The descriptive information about each activity is collected in the Activities dataset including:

- Program Type (UCEDD or LEND or Both)
- The core function that best describes the activity
- The type of activity
- The area of emphasis the activity addresses
- Numbers, types, and demographics of activity participants
- Collaborators on the activity
- Projects the activities are affiliated with
- Duration and dates of activity

The Core Functions are:

- ◆ Training Trainees – this includes activities with our Long Term and Intermediate trainees.
- ◆ Performing Training and Technical Assistance
- ◆ Performing Demonstration Services
- ◆ Performing Research or Evaluation
- ◆ Developing and Disseminating Information

The Activities form categories and requires some specifics regarding those activities. First, let's go through the form itself and discuss all the components and definitions.

PROGRAM TYPE:

LEND: Select this option if the activity is related to LEND grant goals and objectives.

UCEDD: Select this option if the activity is related to ADD/UCEDD grant goals and objectives.

NOTE: You can select both program types if the activity incorporates programs or projects that are associated with both grants. Program type is not based upon where the funding comes from but the function of the activity you are reporting. **You must select one or both options.**

CORE FUNCTIONS:

Core functions are the 5 core functions outlined in the Developmental Disabilities Act. These are Training, Technical Assistance, Research and Evaluation, Client Services, and Information Development and Dissemination. Each of these core functions has been reformatted into intuitive language to ease the reporting burden.

Training Trainees - Beginning in FY06, **this category is only for activities designed for trainees who are enrolled in your academic program.** Activities for individuals who participate in occasional training activities, but are not enrolled in your academic program should be captured under the “Performing Technical Assistance and/or Training” core function.

LENDs: Check this option for your activities designed for your *Long and Intermediate Term Trainees*.

Long Term Trainees are those with equal to or greater than 300 contact hours with the training program, benefiting from the training grant (both supported and non-supported trainees).

Intermediate Term Trainees are those with 40 or more but less than 300 contact hours with your training program.

UCEDDs: Check this option for your activities designed for your *Interdisciplinary Pre-service Preservice Preparation and Continuing Education trainees*.

Interdisciplinary pre-service preparation and continuing education is conceptualized as training that serves to **expand an individual's professional or academic credentials**. Pre-service preparation and continuing education usually takes place in an academic setting or program that may (a) lead to the award of an initial academic degree or certificate; (b) include internship, practicum, fellowship, or residency activities; or (c) represent an advancement in academic credentials through a course of study.

Performing Technical Assistance/Training- TA is defined as problem-solving services provided by the LEND/UCEDD staff to assist individuals, programs, and agencies in improving their services management, policies, and/or outcomes. The following are examples of TA; program planning or development, policy development, needs assessment, curriculum or materials development, administrative or management consultation, legislative testimony, program evaluation and site reviews of external organizations, advisory group participation, coalition building and consultation to service providers about clients.

TA can be provided in person, by electronic media such as telephone, video, or email, and by other means.

Beginning in FY06, this category contains 2 subcategories: *Technical Assistance* and *Training*.

Technical Assistance (TA) is defined as direct problem-solving services provided by faculty/staff to assist individuals, programs, and agencies in improving their services, management, policies, and/or outcomes. TA may be provided in person, by electronic media such as telephone, video, or e-mail, and by other means. The following are examples of technical assistance: needs assessment; program planning or development; curriculum or materials development; administrative or management consultation; legislative testimony; program evaluation and site reviews of external organizations; advisory group participation; policy development; coalition building; and consultation to service providers about clients.

Training

LENDs: Select this subcategory for your short term Trainees

Short Term Trainees are those who have had less than 40 contact hours with your training program.

UCEDDs: Select this subcategory for your Community Trainees

Community training is conceptualized as training that serves to benefit the community by **enhancing the knowledge of community members and/or maintaining the professional credentials** of those that directly serve the community. Community training is distinct from the ADD core function of *Interdisciplinary Pre-Service Preparation and Continuing Education* in that it encompasses any other types of training, including educational activities (a) offered for a variety of audiences; (b) offered for a specific audience; and/or (c) where professional certificates, certificates of completion, or CEUs (or their equivalents) are awarded.

Performing Demonstration Services – Beginning in FY06, this category contains 2 subcategories: *Direct Clinical Services* and *Other Direct or Demonstration Services (including consults)*.

Direct Clinical Services WILL NOT be recorded on this form

Other Direct or Demonstration Services (including consults)

Note: When *Other Direct or Demonstration Services (including consults)* is selected, Centers must select from one of the three standard *Type of Activity* options (Advocacy, Capacity Building, or Systemic Change).

Direct Services may include direct activities related to quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation, or any other care, services or supports provided directly to individuals with developmental disabilities and/or their family members. Examples include:

- Training or educating individuals with developmental disabilities and their family members.
- Providing therapeutic child care, clinical services, or other direct services to individuals with a developmental disability and their family members.
- Providing technical assistance directly to individuals with developmental disabilities and their family.
- Conducting research that includes a direct service component or intervention with individuals with developmental disabilities and their family members as subjects.

- Supervising professionals, paraprofessionals, or students who are providing direct services to individuals with developmental disabilities and their family members.

Demonstration Services may include a variety of services, supports, and assistance for individuals with disabilities or special health care needs, their families, professionals, paraprofessionals, policy-makers, students, and other members of the community. These services could be related to a wide array of areas, such as education, child care, health, employment, housing, transportation, recreation, and other areas.

Participant demographics form

Complete the *Other Direct or Demonstration Services (including consults)* participant demographics form that automatically pops up. After completing the form, click on the "Back to Main Form" link or scroll back up the page to continue completing the activity record.

The *Other Direct or Demonstration Services (including consults)* participant demographics form collects aggregate information on total services, consults/contacts conducted by Center personnel outside of their own clinics.

- For the *Number of Services, Consults, or Contacts* field, record the total number of community-based services, consults, or contacts provided Center faculty/staff for a full reporting period.
- For the *Race/Ethnicity* fields, provide information related to the total number of consults/contacts made in the community by faculty/staff of a Center for a full reporting period. This means that, if one client who is Asian is seen four times, four should factor into the total number of Asian client consults/contacts, not one.
- For the *Age* fields, provide age range information related to the total number of consults/contacts made in the community by faculty/staff of a Center for a full reporting period. Again, that means that, if a client who is over 55 years old is seen six times, six should factor into the total number of 55+ client consults/contacts, not one.

Note: Since the *Other Direct or Demonstration Services (including consults)* participant demographics form counts the total number of services, consults, or contacts (versus the total number of clients, as the *Direct Clinical Services* form does), the number supplied may exceed the total number of clients actually seen. For example, one client may be seen 10 times out in the community, which would make the total number of consults/contacts that is supplied in the data form higher than the total number of clients actually seen

Performing Research and Evaluation- may include basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect either positively or negatively individuals with developmental disabilities and their families. Research and evaluation may entail such functions as proposal development, report writing, experimental/quasi-experimental design projects, interviews, focus groups, surveys, data entry, data analysis, and other types of functions. Research and evaluation

functions may support measurement of progress, such as in the areas of consumer satisfaction, collaboration, and improvement.

Developing and disseminating Information - Information development and dissemination equip Centers to serve as a resource to various constituents on a local, regional, state, national, and international scope, through the provision of specific substantive areas of expertise that may be accessed and applied in diverse settings and circumstances. Information development and dissemination might include product dissemination, public awareness projects, and other types of initiatives.

PROGRAM TYPE:

Choose the best program that reflects the goals of the UCEDD or LEND program or both. If you are unsure as to which program the activity best fits choose one and give more details in the description section.

ACTIVITY LEAD

If you selected UCEDD as the program type for this activity, indicate using "yes/no" if the Center is the "lead" on the activity. If you are unsure as to whether we are the lead on an activity consult with E. Bishop or Department heads. Guidance from ADD indicates that Centers are not obligated to collect satisfaction data on activities that they do not lead (e.g., speakers at conferences not hosted by the Center are not expected to collect satisfaction data on their presentations). Beginning in FY08, this information will be used to populate the annual report function.

TITLE & BRIEF DESCRIPTION:

For the NIRS database, a title if available and a brief description of the activity performed will enable others to conduct searches through out the AUCD network. This is NOT an optional field. Also, for the purpose of dissemination, a title along with author, date and place that product was disseminated would be necessary in this field. The NIRS database is a linked database meaning that each dataset is linked to the others. If we say that we disseminated a product then that product will be listed as a BCDD product in NIRS. Also, the description will allow me to make a list of keywords for searching purposes. Provide as much information as possible in this field, do not summarize. **Please also indicate if this activity is part of a special project with specific funding sources.**

NUMBER DISSEMINATED:

This column is for the core function of DEVELOPING AND DISSEMINATING OF INFORMATION only. If you disseminated a product please list the number in this column. Products include refereed journal articles, non-refereed journal articles, books, book chapters, audio/visual materials, software, web portals/sites, educational modules, doctoral dissertations, master's thesis, periodicals, public awareness materials. If you did not dissemination any materials you may skip this column.

ACTIVITY HOURS:

This is where you record the number of hours that you spent on the activity. As in the previous recording guidelines, TA hours may include time that you spent researching information or traveling. All other categories are to account for exact hours spent for that activity.

CONTACTS/PARTICIPANTS:

AUCD has provided 7 categories for participants. These are similar to the previous categories. Place the type number in the "TYPE" column and the accompanying number of participants of that type in the "#" column. Please do not give one number for the attendance with multiple types. If you have to guess that is fine. Your guess is better.

STUDENT DISCIPLINE CODE:

If you select "students" as a type in the contacts column, please to the best of your knowledge place the appropriate discipline codes in the "student discipline code" field. There is a list of the discipline codes on the back of the form.

AREAS OF EMPHASIS:

"Areas of emphasis" is a term used in the DD Act and refers to areas related to quality assurance, education and early intervention activities, child care-related activities, health-related activities, employment-related activities, housing-related activities, transportation related activities, recreation-related activities, and other services available or offered to individuals in a community. This included formal and informal community supports that affect the quality of life.

Quality Assurance – activities that result in improved consumer and family centered satisfaction; result in systems of quality assurance and consumer protection. Examples could be

1. Monitoring of services, supports and assistance provided to an individual with developmental disabilities,
2. Training in leadership, self-advocacy, and self determination for individuals with developmental disabilities, their families, and guardians; and
3. Activities related to interagency coordination and systems of integration that result in improved or enhanced services

All of these activities should strive to ensure that the person will not experience abuse, neglect, sexual or financial exploitation, or violation of legal or human rights and will not be subject to the inappropriate use of restraints or seclusion.

Education-related activities include activities that ensure the individual:

1. Access to appropriate supports and modifications when necessary
2. Ability to maximize educational potential
3. Benefit from lifelong educational goals
4. Integration and inclusion in all facets of student life

Activities also include activities that allow families to:

1. Enhance the development of the individuals to maximize their potential

2. Enhance families' capacity to meet the special needs of the individual

The term **child care-related activities** means activities that result in families of children with developmental disabilities having access to and use of child care services, including before-school, after-school, and out-of-school services, in their communities.

The term **health-related activities** means activities that result in individuals with developmental disabilities having access to and use of coordinated health, dental, mental health, and other human and social services, including prevention activities, in their communities.

The term **employment-related activities** means activities that result in individuals with developmental disabilities acquiring, retaining, or advancing in paid employment, including supported employment or self-employment, in integrated settings in a community.

The term **housing-related activities** means activities that result in individuals with developmental disabilities having access to and use of housing and housing supports and services in their communities, including assistance related to renting, owning, or modifying an apartment or home.

The term **transportation-related activities** mean activities that result in individuals with developmental disabilities having access to and use of transportation.

The term **recreation-related activities** mean activities that result in individuals with developmental disabilities having access to and use of recreational, leisure, and social activities, in their communities.

Although the statutory definition is not contained in the DD Act, the following clarifying information is provided for the general **quality of life** option: In addition to activities that are captured in the eight areas of emphasis described above, programs may undertake *quality of life* activities that support individuals in their efforts to practice greater self-determination and consumer- and family-focused planning; exert greater choice and control in their lives; effect their full inclusion and participation in the community; and increase their general satisfaction with and access to services and supports.

TYPE OF ACTION

This is a required item. One of the following **Type of Action** categories must be selected for each activity that is reported in NIRS:

1. *Advocacy*
2. *Capacity Building*
3. *Systemic Change*.

These definitions are undergoing some changes. Please be advised.

- **Advocacy** Activity - the key here is that individual ability has been impacted, not overall capacity or the system
- **Capacity Building** Activity - the key here is that the capacity of the system has been impacted by professionals now being able to more fully utilize currently existing services and supports, although it does not mean that their new capacity will yield systemic changes
- **Systemic Change** Activity - the key here is that the system has been impacted in some way and radically changed.

COLLABORATING AGENCIES:

All agencies that we collaborate with should be listed here; however, special emphasis has been placed on those agencies that receive certain types of funding such as TITLE V or MCHB. Developmental Disabilities Councils, Protection and Advocacy agencies and other UCEDD programs are also requested. There is an "other" category that has been provided for agencies that do not fit into the requested categories. Please provide the name for any agency category you select.

EVALUATION DATA COLLECTED:

If you selected **Yes** in the Lead Agency box for this activity please indicate if evaluations were collected by stating Yes or No. Please attach any summary or data collected to your form. Summary data should include number of evals disseminated and number returned (not a response rate please). Examples of questions for each core function are listed below for creation of evaluation forms. You are not limited to just these questions but please try to include them. This will be returned to you after the data is entered in NIRS. Evaluation Data is only reported on UCEDD activities, not LEND and is required for all Core functions except Research. *Consumers are defined by ADD as "The customer to whom a service or product is designed for and delivered to." Therefore, your trainees are consumers.*

We are only required to report Customer Satisfaction on activities in which we are the lead agency.

Number Surveyed

Indicate the number of customers surveyed. Beginning in FY08, this information will be used to calculate response rate and will populate the annual report function.

Examples of Satisfaction Evaluation Questions and Responses

There is one customer satisfaction question per core function (except research). In each case, the customer responses are limited to:

Highly satisfied

Satisfied
Satisfied somewhat
Not at all satisfied

The satisfaction questions for each core function are:

Interdisciplinary Pre-Service Preparation and Continuing Education

Which of the following best reflects your level of satisfaction with the knowledge and skills gained from the training (Circle one please)?

Community Services: Training and TA

Which of the following best reflects your level of satisfaction with the training and/or technical assistance received (Circle one please)?

Community Services: Direct Services & Demonstration Projects

Which of the following best reflects your level of satisfaction with the services received (Circle one please)?

Information Dissemination

Having used (title of publication) , which of the following best reflects your level of satisfaction with the quality of this product (Circle one please)?