

Health Resources and Services Administration  
Maternal and Child Health Bureau

Discretionary Grant Information System

OMB No. 0915-0298 - Revision  
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Attachment B:  
Central Forms

OMB Clearance Package

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## Project Abstract

Project Abstract
<b>Instructions</b>
<b>Section I – Project Identifier Information:</b> These items will be auto-populated.
<b>Section II – Budget:</b> These figures will be auto-populated from Financial Form, Lines 1 through 4. <ul style="list-style-type: none"><li>• New Competing Performance Report: will auto-populate the budgeted amount for the first budget period</li><li>• Non-Competing Continuation Performance Reports and Performance Period End Report: will auto-populate the budgeted amount from the prior performance report</li></ul>
<b>Section III – Types of Services</b> <p>Indicate which type(s) of services your project provides, checking all that apply. For each type of service selected, indicated the percent of the Budget that is dedicated to that type of service (if you do not know the exact percent, provide your best estimate). Percents for all three service types should sum to 100%.</p> <p><b>Comments:</b> Enter any comments, if applicable.</p>
<b>Definitions:</b> <p><b>Direct Services</b> are preventive, primary, or specialty clinical services for which MCHB program funds are used to reimburse or fund providers for these services through a formal process similar to paying a medical billing claim or managed care contracts. Reporting on direct services should not include the costs of clinical services which are delivered with program dollars but reimbursed by Medicaid, CHIP or other public or private payers. Examples include, but are not limited to the following, paid for with program funds: preventive, primary, or specialty care visits, emergency department visits, inpatient services, outpatient and inpatient mental and behavioral health services, prescription drugs, occupational and physical therapy, speech therapy, durable medical equipment and medical supplies, medical foods, dental care, and vision care.</p> <p><b>Enabling Services</b> are non-clinical services (i.e., not included as direct or public health services) that enable individuals to access health care and improve health outcomes where MCHB program funds are used to finance these services. Enabling services include, but are not limited to: case management, care coordination, referrals, translation/interpretation, transportation, eligibility assistance, health education for individuals or families, environmental health risk reduction, health literacy, and beneficiary outreach. Reporting on enabling services should NOT include the costs for enabling services that are reimbursed by Medicaid, CHIP, or other public and private payers. Enabling services may include salary and operational support to a clinic that enable individuals to access health care or improve health outcomes. Examples include the salary of a public health nurse who provides prenatal care in a local clinic or compensation provided to a specialist pediatrician who provides services for children with special health care needs. In both cases the direct services might still be billed to Medicaid or other insurance, but providing for the availability of the provider enables individuals to access the services, and therefore counts as enabling services.</p> <p><b>Public Health Services and Systems</b> are activities and infrastructure to carry out the core public health functions of assessment, assurance, and policy development, and the 10 essential public health services. Examples include the development of standards and guidelines, needs assessment, program planning, implementation, and evaluation, policy development, quality assurance and improvement, workforce development, population-based outreach and education, and research.</p>
<b>Section IV – Grantee Organization Type:</b> Choose the one that best applies to your organization.
<b>Section V – Special Population(s) Served:</b> If your program directly targets or serves any of the special populations listed, please select the population(s) that apply.

**Section VI – Program Description OR Experience to Date (DO NOT EXCEED THE SPACE PROVIDED)**

- A. For new projects only:
1. A brief description of the project and the problem it addresses, such as preventive and primary care services for pregnant women, mothers, and infants; preventive and primary care services for children; and services for children with special health care needs.
  2. Displays up to 5 objectives of the program. The objectives are auto-populated with the objectives from the Notice of Funding Opportunity (NOFO). For each objective, describe the project activities used to reach objectives, and comment on innovation, cost, and other characteristics of the methodology that are proposed or are being implemented. Lists with numbered items can be used in this section.
  3. Describe the coordination planned and carried out, if applicable, with appropriate State and/or local health and other agencies in areas(s) served by the project.
  4. Briefly describe the evaluation methods that will be used to assess the success of the project in implementing activities and attaining its aims.
- B. For continuing and ending projects ONLY:
1. For each program objective, select Yes or No to indicate if measurable progress towards the objective was made during the reporting period. Provide data and a brief description that supports the Yes/No selection (not to exceed 200 words).

**Section VII – Key Words**

Select the key words to describe the project. Choose key words from the included list. Select all that apply. If a key word is not listed, select Other and specify key word(s). You may select a sub-key word without also selecting the corresponding umbrella key word. For example, you may select “Newborn Screening” without selecting “Early Childhood”. In addition, you may select only the umbrella key word if none of the sub-key words apply.

**Comments:** Enter any comments, if applicable.

**I. PROJECT IDENTIFIER INFORMATION**

1. Project Title: \_\_\_\_\_
2. Project Number: \_\_\_\_\_
3. Project Director/Principal Investigator as show on NoA: \_\_\_\_\_
4. E-mail Address: \_\_\_\_\_

**II. BUDGET**

1. MCHB Grant Award \$ \_\_\_\_\_  
(Line 1, Financial Form)
2. Matching Funds (if applicable) \$ \_\_\_\_\_  
(Line 2, Financial Form)
3. Other Project Funds \$ \_\_\_\_\_  
(Line 3, Financial Form)
4. Total Project Funds \$ \_\_\_\_\_  
(Line 4, Financial Form)

**III. TYPE(S) OF SERVICE PROVIDED (select all that apply)**

- Direct Services  
Percent of Budget for Direct Services \_\_\_\_
- Enabling Services  
Percent of Budget for Enabling Services \_\_\_\_
- Public Health Services and Systems  
Percent of Budget for Public Health Services and Systems \_\_\_\_

**I. GRANTEE ORGANIZATION TYPE**

- State Agency
- Community Government Agency
- School District
- University/Institution of Higher Learning (Non-Hospital Based)
- Academic Medical Center
- Community-Based Non-Governmental Organization (Health Care)
- Community-Based Non-Governmental Organization (Non-Health Care)
- Professional Membership Organization (Individuals Constitute Its Membership)
- National Organization (Other Organizations Constitute Its Membership)
- National Organization (Non-Membership Based)
- Independent Research/Planning/Policy Organization
- Other \_\_\_\_\_

**II. SPECIAL POPULATION(S) SERVED** *(select all that apply)*

- Uninsured
- Homeless
- Rural
- Tribal

**III. PROJECT DESCRIPTION OR EXPERIENCE TO DATE**

**A.** New Projects ONLY

1. Project Description and Problem *(In 50 words or less, briefly describe the problem that your project addresses):*
  
2. Program Objectives and Key Project Activities: *(Objectives auto-populated from the NOFO objectives. For each objectives, list project activities used to reach objectives, and comment on innovation, cost, and other characteristics of the methodology, proposed or are being implemented)*
  - Objective 1:
    - Related Activity 1:
    - Related Activity 2:
  - Objective 2:
    - Related Activity 1:
    - Related Activity 2:
  - Objective 3:
    - Related Activity 1:
    - Related Activity 2:
  - Objective 4:
    - Related Activity 1:
    - Related Activity 2:
  - Objective 5:
    - Related Activity 1:
    - Related Activity 2:
  
3. Coordination *(List the state, local, or other organizations involved in the project and briefly describe their roles):*
  
4. Evaluation *(Briefly describe the methods which will be used to determine whether process and outcome objectives are met; be sure to tie to evaluation requirements)*

*from NOFO):*

B. Continuing and Ending Projects ONLY

1. Progress Towards Objectives to Date:

a. Did you make measurable progress towards Objective 1 in the reporting period?

• Yes • No

i. Provide data that support this: \_\_\_\_\_

b. Did you make measurable progress towards Objective 2 in the reporting period?

• Yes • No

i. Provide data that support this: \_\_\_\_\_

c. Did you make measurable progress towards Objective 3 in the reporting period?

• Yes • No

i. Provide data that support this: \_\_\_\_\_

d. Did you make measurable progress towards Objective 4 in the reporting period?

• Yes • No

i. Provide data that support this: \_\_\_\_\_

e. Did you make measurable progress towards Objective 5 in the reporting period?

• Yes • No

i. Provide data that support this: \_\_\_\_\_

IV. KEY WORDS *(select all that apply)*

- Early Childhood
  - Newborn Screening
  - Safe Sleep
  - Developmental Health (including developmental screening)
- Adolescent Health
- Maternal Health
  - Maternal Mortality
  - Perinatal/Postpartum Care
  - Breastfeeding
  - Maternal Depression

- Children, Adolescents, and Young Adults with Special Health Care Needs
- Developmental Disabilities
- Mental/Behavioral Health
  - Autism
  - Substance Use Disorder(s)
- Clinical Care
- Sickle Cell Disease
- Heritable Disorders (excluding sickle cell)
- Epilepsy
- Fetal Alcohol Syndrome
- Oral Health
- Medical Home
- Health Care Transition
- Immunizations
- Injury Prevention
  - Poison/Toxin Exposure
- Child Maltreatment
- Emergency Services for Children
  - Emergency Preparedness
- Health Equity
- Social Determinants of Health
- Telehealth
- Preventive Services
- Obesity
- Health Insurance
- Nutrition
- Respiratory Health
- Life Course Approach
- Other (specify): \_\_\_\_\_

**Comments:** \_\_\_\_\_

## Project Abstract (Research Programs ONLY)

Project Abstract (Research Programs ONLY)	
<b>Instructions</b>	
<b>Section I – Project Identifier Information:</b> These items will be auto-populated.	
<b>Section II – Budget:</b> These figures will be auto-populated from the Financial Form, Lines 1 through 4. <ul style="list-style-type: none"><li>● New Competing Performance Report: will auto-populate the budgeted amount for the first budget period</li><li>● Non-Competing Continuation Performance Reports and Performance Period End Report: will auto-populate the budgeted amount from the prior performance report</li></ul>	
<b>Section III – Population Focus:</b> Indicate which population(s) are the focus of the study. Select all that apply.	
<b>Section IV – Study Design:</b> Indicate which type of design the study uses. Select all that apply.	
<b>Section V – Time Design:</b> Indicate which type of design the study uses. Select all that apply.	
<b>Section VI – Priority Research Issues and Questions of Focus (DO NOT EXCEED THE SPACE PROVIDED)</b> Provide a brief statement of the primary and secondary (if applicable) areas to be addressed by the research. The topic(s) should be aligned with those listed in the Maternal and Child Health Bureau (MCHB) Strategic Research Issues ( <a href="https://mchb.hrsa.gov/research/strategic-research-issues.asp">https://mchb.hrsa.gov/research/strategic-research-issues.asp</a> ).	
<b>Section VII – Research Abstract:</b> Provide a three to five sentence description of your project that identifies the project's purpose, the needs and problems which are addressed, the objectives of the project, the related activities which will be used to meet the stated objectives, and the materials which will be developed.	
<b>Section VIII – Key Words</b> Select the key words to describe the project. Choose key words from the included list. Select all that apply. If a key word is not listed, select Other and specify key word(s). You may select a sub-key word without also selecting the corresponding umbrella key word. For example, you may select “Newborn Screening” without selecting “Early Childhood”. In addition, you may select only the umbrella key word if none of the sub-key words apply	
<b>Comments:</b> Enter any comments, if applicable.	
<b>I. PROJECT IDENTIFIER INFORMATION</b>	
1. Project Title: _____	
2. Project Number: _____	
1. Project Director/Principal Investigator as show on NoA: _____	
2. Additional Principal Investigator(s), Discipline: _____	
<b>II. BUDGET</b>	
1. MCHB Grant Award (Line 1, Financial Form)	\$ _____
2. Matching Funds (if applicable) (Line 2, Financial Form)	\$ _____
3. Other Project Funds (Line 3, Financial Form)	\$ _____



**4.** Total Project Funds \$ \_\_\_\_\_  
(Line 4, Financial Form)

**III. POPULATION FOCUS** *(select all that apply)*

- Neonates
- Infants
- Toddlers
- Preschool Children
- School-Aged Children
- Adolescents
- Adolescents (Pregnancy Related)
- Young Adults (18-25)
- Pregnant Women
- Postpartum Women
- Parents/Mothers/Fathers
- Adolescent Parents
- Grandparents
- Physicians
- Others (specify) \_\_\_\_\_

**IV. STUDY DESIGN** *(select all that apply)*

- Experimental
- Quasi-experimental
- Observational

**V. TIME DESIGN** *(select all that apply)*

- Cross-sectional
- Longitudinal
- Mixed

**VI. PRIORITY RESEARCH ISSUES AND QUESTIONS OF FOCUS**

From the Maternal and Child Health Bureau (MCHB) Strategic Research Issues  
Primary area addressed by research: \_\_\_\_\_

Secondary area addressed by research (if applicable): \_\_\_\_\_

**VII. RESEARCH ABSTRACT**

\_\_\_\_\_

**VIII. KEY WORDS** *(select all that apply)*

- Early Childhood
  - Newborn Screening
  - Safe Sleep
  - Developmental Health (including developmental screening)
- Adolescent Health
- Maternal Health
  - Maternal Mortality
  - Perinatal/Postpartum Care
  - Breastfeeding
  - Maternal Depression
- Children, Adolescents, and Young Adults with Special Health Care Needs
- Developmental Disabilities
- Mental/Behavioral Health
  - Autism

- Substance Use Disorder(s)
- Clinical Care
- Sickle Cell Disease
- Heritable Disorders (excluding sickle cell)
- Epilepsy
- Fetal Alcohol Syndrome
- Oral Health
- Medical Home
- Health Care Transition
- Immunizations
- Injury Prevention
  - Poison/Toxin Exposure
- Child Maltreatment
- Emergency Services for Children
  - Emergency Preparedness
- Health Equity
- Social Determinants of Health
- Telehealth
- Preventive Services
- Obesity
- Health Insurance
- Nutrition
- Respiratory Health
- Life Course Approach
- Other (specify): \_\_\_\_\_

**Comments:** \_\_\_\_\_

## Financial Form

<b>Financial Form</b>				
<b>Instructions</b>				
<p><b>Line 1 – MCHB Grant Award Amount:</b> Enter the amount of the Federal MCHB grant award for this project.</p> <p><b>Line 2 – Required Matching Funds:</b> If <u>matching funds are required</u> for this grant program list the total amount of matching funds. These can include local, state, program, applicant/grantee, or other funds. Where appropriate, include the dollar value of in-kind contributions.</p> <p><b>Line 3 – Other Project Funds:</b> Enter the total amount of other funds received for the project. These can include local, state, program, applicant/grantee, or other funds leveraged. Also include the dollar value of in-kind contributions.</p> <p><b>Line 4 – Total Project Funds:</b> Displays the sum of lines 1 through 3, which is auto-calculated.</p> <p><b>Line 5 – Federal Collaborative Funds:</b> Enter the total amount of other Federal funds received other than the MCHB grant award for the project. Such funds include those from other Departments, other components of the Department of Health and Human Services, or other MCHB grants or contracts.</p> <p>For all lines:</p> <ul style="list-style-type: none"> <li>• New Competing Performance Report: enter the budgeted amount for the first budget period</li> <li>• Non-Competing Continuation Performance Reports: enter the expended amount for the prior budget period and the budgeted amount for the upcoming budget period</li> <li>• Performance Period End Report: enter the expended amount for the last budget period</li> </ul> <p><b>Comments:</b> Enter any comments, if applicable.</p>				
		<b>Budget Period</b> ____		<b>Budget Period</b> ____
		Budgeted	Expended	Budgeted    Expended
1. <b>MCHB GRANT AWARD AMOUNT</b>	\$ ____	\$ ____	\$ ____	\$ ____
2. <b>REQUIRED MATCHING FUNDS</b> (Are matching funds required? Yes • No • If yes, please enter amount)	\$ ____	\$ ____	\$ ____	\$ ____
3. <b>OTHER PROJECT FUNDS</b> (Not included in Line 1 or Line 2 above)	\$ ____	\$ ____	\$ ____	\$ ____
4. <b>TOTAL PROJECT FUNDS</b> (Total of Lines 1 through 3)	\$ ____	\$ ____	\$ ____	\$ ____
5. <b>FEDERAL COLLABORATIVE FUNDS</b> (Additional federal funds contributing to the project)	\$ ____	\$ ____	\$ ____	\$ ____

**Comments:** \_\_\_\_\_

## Health Equity

Health Equity	
<b>Instructions</b>	
Select Yes or No to indicate whether your program actively advanced health equity during the reporting period. If Yes is selected, continue and complete Part A. If No is selected, the form is complete.	
<b>Part A. Health Equity</b>	
<ol style="list-style-type: none"> <li>i. Select the MCHB funded activity/activities that were conducted <u>through your programming</u> during the reporting period to advance health equity. Select all that apply.</li> <li>ii. Select the MCHB funded activity/activities that your program/organization conducted <u>internally</u> during the reporting period to create or maintain an internal culture of equity. Select all that apply. If none of the options are close to the topic of your activity, select “Other” and specify. This question is optional; if internal activities were not conducted, you may skip this question.</li> <li>iii. Select which equity topics your activities (through programming and/or internally) targeted and/or covered. If the specific equity topic of your activity is not listed, select the topic area closest to your topic area. Select all that apply. If none of the equity topics are close to the equity topic of your activity, select “Other” and specify.</li> <li>iv. Select Yes or No to indicate if your program has established stated goals/objectives for health equity. Goals/objectives should have specific health equity components. Goals/objectives may apply to programming and/or internally. If No is selected, the form is complete.           <ol style="list-style-type: none"> <li>1. If Yes is selected, enter your stated goals/objectives and describe progress made on those goals/objectives during the reporting period.</li> </ol> </li> </ol>	
<b>Comments:</b> Enter any comments, if applicable.	
<b>Definitions:</b>	
<b>Health Equity</b> means that all people, including mothers, fathers, birthing people, children, and families achieve their full health potential. Achieving health equity is an active and ongoing process that requires commitment at the individual and organizational levels, and within communities and systems. Achieving health equity requires valuing everyone equally, dismantling systemic and structural barriers including poverty, racism, ableism, gender discrimination and other historical and contemporary injustices, and targeting resources to eliminate health and health care disparities.	
<ol style="list-style-type: none"> <li>1. <b>During the reporting period, did your program actively advance health equity?</b></li> </ol> <p><b>A. Health Equity</b></p> <ol style="list-style-type: none"> <li>i. How has your program actively advanced health equity during the reporting period? (select all that apply)</li> </ol>	<ul style="list-style-type: none"> <li>• Yes [complete Part A]</li> <li>• No</li> <li>• <b>Creating and supporting collaborations and partnerships</b> with other health and non-health sectors that influence the well-being of individuals in order to advance health equity.</li> <li>• <b>Engaging persons with lived experience</b> in active roles that influence program planning and implementation, with a focus on advancing health equity.</li> <li>• Accounting for and addressing <b>social and structural determinants of health</b> to drive</li> </ul>

ii. How has your program/organization created or maintained an internal culture of equity? *(select all that apply)* [OPTIONAL]

iii. Which equity topic(s) did your program's activities target? *(select all that apply)*

iv. Has your program established stated goals/objectives for health equity?

1. If yes, enter the stated health equity goals/objectives and describe what progress your program made on those goals/objectives in the reporting period.

- health equity in our program's area of focus.
- **Creating and supporting the infrastructure and capacity for equity** by improving data collection capacity, promoting cultural responsiveness, and promoting policies and procedures that advance equity.
- **Centering equity in data use and performance measurement**, including disaggregating data across various demographic indicators and compiling and integrating diverse forms of quantitative and qualitative data.
- **Providing services** to individuals and communities with the greatest need in order to promote equity in a culturally responsive manner, specifically focused on those disproportionately impacted by health outcomes.
- Other (specify): \_\_\_\_\_

- Hiring policies and practices to advance staff diversity
- Staff inclusion, belonging, and retention—with a focus on staff from diverse backgrounds
- Staff capacity to effectively advance health equity
- Organizational policies and practices that intentionally promote equity
- Other (specify): \_\_\_\_\_

- Race/ethnicity
- Sex/gender/sexual orientation/gender identity
- Income/socioeconomic status
- Disability
- Age
- Language
- Geography – rural/urban
- Other (specify): \_\_\_\_\_

- Yes
- No

\_\_\_\_\_

Comments: \_\_\_\_\_



## Direct and Enabling Services



## Direct and Enabling Services

### Instructions

Select Yes or No to indicate whether your program provided direct and/or enabling services during the reporting period. If your program provided both direct and enabling services, select Yes for both, and complete Part A and Part B. If your program only provided direct services, select Yes for direct services only and complete Part A. If your program only provided enabling services, select Yes for enabling services and complete Part B. If your program did not provide either, select No and the form is complete.

### Part A. Direct Services

- i. Select the types of direct services provided during the reporting period. Select all that apply.
- ii. For outputs:
  - a. Complete the table and fill in each of the cells as appropriate to calculate the total number served by direct services in the reporting period. Children, Adolescents, and Young Adults with Special Health Care Needs (CYSHCN) is a subset of Children, Adolescents, and Young Adults (age 1-25) and will not be used to calculate the total served. Total columns and rows will be auto-calculated based on data entered into the cells. Within each reporting category, the count of individuals served should be unduplicated to the fullest extent possible. For example, if an individual receives multiple direct services such as screening and oral health care, the individual would only be counted once in the table. If data are provided in the row for “Children, Adolescents, and Young Adults,” please indicate the age range (minimum age and maximum age) of children, adolescents, and/or young adults served.
  - b. If applicable, enter the number served by direct services using telehealth during the reporting period. Telehealth means that the direct service was provided using telehealth modalities. This number is a subset of the total number served by direct services. The count of individuals served via telehealth should be unduplicated to the fullest extent possible. For example, if an individual receives multiple direct services via telehealth, the individual would only be counted once.

### Part B. Enabling Services

- i. Select the types of enabling services provided during the reporting period. Select all that apply.
- ii. For outputs:
  - a. Complete the table and fill in each of the cells as appropriate to calculate the total number served by enabling services in the reporting period. Children, Adolescents, and Young Adults with Special Health Care Needs (CYSHCN) is a subset of Children, Adolescents, and Young Adults (age 1-25) and will not be used to calculate total served. Total columns and rows will be auto-calculated based on data entered into the cells. Within each reporting category, the count of individuals served should be unduplicated to the fullest extent possible. For example, if an individual receives multiple enabling services, the individual would only be counted once in the table. If data are provided in the row for “Children, Adolescents, and Young Adults,” please indicate the age range (minimum age and maximum age) of children, adolescents, and/or young adults served.
  - b. If applicable, enter the number served by enabling services using telehealth during the reporting period. Telehealth means that the enabling service was provided using telehealth modalities. This number is a subset of the total number served by enabling services. The count of individuals served via telehealth should be unduplicated to the fullest extent possible. For example, if an individual receives multiple enabling services via telehealth, the individual would only be counted once.

Note: A program participant may receive both a direct and enabling service. If a participant receives both direct and enabling services, they should be included in the tables for Part A and Part B.

**Comments:** Enter any comments, if applicable.

**Definitions:**

**Direct Services** are preventive, primary, or specialty clinical services, where MCHB program funds are used to reimburse or fund individually delivered services through a formal process similar to paying a medical billing claim or managed care contracts. Reporting on direct services should NOT include the costs of clinical services which are delivered with program dollars but reimbursed by Medicaid, CHIP, or other public or private payers. (Definition Source: Adapted from [TVIS Glossary https://mchb.tvisdata.hrsa.gov/Glossary/Glossary](https://mchb.tvisdata.hrsa.gov/Glossary/Glossary))

- Services may be provided by clinical or non-clinical professionals and paraprofessionals.
- Examples include, but are not limited to (where MCHB program funds are used to reimburse or fund individually delivered services through a formal process similar to paying a medical billing claim or managed care contracts), preventive, primary, or specialty care visits, emergency department visits, inpatient services, outpatient and inpatient mental and behavioral health services, prescription drugs, occupational and physical therapy, speech therapy, durable medical equipment and medical supplies (purchased directly for a person to use themselves at home), medical foods, oral health care, and vision care.
- The recipients of these services are individuals or members of families

**Enabling Services** are non-clinical services that aid individuals to access health care and supportive care and improve health and well-being outcomes. (Definition Source: Adapted from [TVIS Glossary https://mchb.tvisdata.hrsa.gov/Glossary/Glossary](https://mchb.tvisdata.hrsa.gov/Glossary/Glossary))

- Enabling services include, but are not limited to: case management, care coordination, referrals, services to support transition from pediatric to adult health care, consultation, translation/interpretation, transportation, eligibility assistance, health education for individuals or families, environmental health risk reduction, health literacy, beneficiary outreach, and purchase of equipment and medical supplies (to support the care of people in a care setting).
- The recipients of these services are individuals or members of families.

**Families** include individuals in traditional or non-traditional family structures and may include biological, foster, or adoptive parents and/or siblings, spouses or partners, or members of an extended family.

**Telehealth** is the use of electronic information and telecommunication technologies to support long-distance clinical health care, patient and professional health-related education, health administration, and public health.

**1. During the reporting period, did your program provide direct or enabling services?** (select all that apply)

- Yes, direct services [complete Part A]
- Yes, enabling services [complete Part B]
- No

**A. Direct Services**

i. Types of direct services provided in the reporting period (select all that apply)

- Clinical assessments
- Screening
- Preventive care visits
- Primary care visits

- Specialty care visits
- Emergency department visits
- Inpatient services
- Outpatient and/or inpatient mental and behavioral health services
- Oral health care
- Vision care
- Prescription drugs
- Occupational and/or physical therapy
- Speech therapy
- Purchase of durable medical equipment and medical supplies (for use at a person's home)
- Purchase of medical foods
- Other (specify): \_\_\_\_\_

ii. Outputs

a. Total # served by direct services in the reporting period

<TABLE BY POPULATION GROUPS AND RACE, ETHNICITY, AND INSURANCE >

- I. # served by direct services using telehealth in the reporting period (Note: this number is a subset of Total # served by direct services) \_\_\_\_\_

**B. Enabling Services**

i. Types of enabling services provided in the reporting period (*select all that apply*)

- Care management
- Care coordination
- Referrals
- Health education
- Transition services
- Consultation
- Translation/interpretation
- Transportation
- Eligibility assistance
- Environmental health risk reduction
- Health literacy and outreach
- Purchase of equipment and medical supplies (for use in a care setting)
- Other (specify): \_\_\_\_\_

ii. Outputs

a. Total # served by enabling services in the reporting period

<TABLE BY POPULATION GROUPS AND RACE, ETHNICITY, AND INSURANCE >

- I. # served by enabling services using telehealth in the reporting period (Note: this number is a subset of Total # served by enabling services) \_\_\_\_\_

**Comments:** \_\_\_\_\_

<TABLE BY POPULATION GROUPS AND RACE, ETHNICITY, AND INSURANCE>

	RACE								ETHNICITY				INSURANCE					
	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	More than One Race	Unknown/Unrecorded	Total	Hispanic or Latino	Not Hispanic or Latino	Unknown/Unrecorded	Total	Public	Private	Uninsured	Unknown/Unrecorded	Total	
Infants (age <1 year)																		

Children, Adolescents, and Young Adults (age 1-25)																		
CYSHCN																		
Pregnant/postpartum persons (all ages)																		
Non-pregnant women (age 26+)																		
Men (age 26+)																		
Families																		
Other (specify):																		
Unknown																		
TOTALS																		

If served “Children, Adolescents, and Young Adults”, please indicate the age range of children, adolescents, and/or young adults served.

to

## Training and Workforce Development

## Training and Workforce Development

### Instructions

Select Yes or No to indicate whether your program conducted training and workforce development through a degree, certification, or formal course AND/OR through continuing education during the reporting period. If your program provided both, select Yes for both, and complete Part A and Part B. If your program only provided training and workforce development through a degree, certification, or formal course, only select Yes for training and workforce development through a degree, certification, or formal course and complete Part A. If your program only provided continuing education, select Yes for continuing education and complete Part B. If your program did not provide either, select No and the form is complete.

### Part A. Degree, Certification, or Formal Course

- i. Select the type(s) of trainees reached during the reporting period. Select all that apply.
- ii. Select the focus area(s) of the training(s) provided. Select all that apply.
- iii. Select the topic area(s) of the training(s) provided. Select all that apply. If the specific topic area of your training is not listed, select the topic area closest to your topic area. If none of the topic areas are close to your topic area, select “none of the above.” You may select a subtopic without also selecting the corresponding umbrella topic. For example, you may select “Newborn Screening” without selecting “Early Childhood”. In addition, you may select only the umbrella topic if none of the subtopics apply.
- iv. For outputs:
  - a. Enter the number of trainees trained during the reporting period. This number should be an unduplicated count.

### Part B. Continuing Education

- i. Select the type(s) of trainees reached during the reporting period. Select all that apply.
- ii. Select the subject area(s) of the continuing education provided. Select all that apply. If the specific subject area of your training is not list, select the subject area closest to your subject area. If none of the subject areas are close to your subject area, select “none of the above.”
- iii. If applicable, select the topic area(s) of the continuing education provided. Select all that apply. If the specific topic area of your training is not list, select the topic area closest to your topic area. If none of the topic areas are close to your topic area, select “none of the above.” You may select a subtopic without also selecting the corresponding umbrella topic. For example, you may select “Newborn Screening” without selecting “Early Childhood”. In addition, you may select only the umbrella topic if none of the subtopics apply.
- iv. For outputs:
  - a. Enter the number of continuing education sessions/activities conducted during the reporting period.
  - b. Enter the number of continuing education participants during the reporting period. This number may be duplicated.

**Comments:** Enter any comments, if applicable.

### Definitions:

**Degree, Certification, or Formal Course** refers to training provided through a standard curriculum that may result in a degree or certification. Post-graduates and early research investigators are also included, even though they will not receive a degree or certificate. Also included are individuals that receive a portion of the curriculum but do not complete all of the curriculum or receive a degree or certificate. This may include:

- Short-term, medium-term, and long-term Division of Maternal and Child Health Workforce Development training program trainees

- Research network mentees
- Individuals receiving EMS certification
- Individuals receiving doula certification

**Continuing Education** refers to trainings that maintain or strengthen knowledge and skills of the MCH workforce (including community outreach workers, families, and other members who directly serve the community), and are not part of a degree, certification, or formal course. This includes trainings that may be used to maintain the credentials and licensure of health care providers, public health practitioners, other members of the practicing MCH workforce.

Differentiation between Training and Workforce Development, Technical Assistance, and Outreach and Education:

Activity	Is the Purpose of the Activity to Address Needs at the Individual, Organizational, or General Population Level?	Recipient Level	Goal	Included Activities
<b>Training and Workforce Development</b>	Individual trainees or practicing MCH workforce professionals	Individual trainees or practicing MCH workforce professionals	To improve the knowledge, skills, and capacity of future and practicing MCH workforce members	<ul style="list-style-type: none"> <li>- Undergraduate, graduate, and post-graduate education and training</li> <li>- Continuing education</li> <li>- Applied learning</li> <li>- ECHO, if it includes training sections</li> </ul>
<b>Technical Assistance</b>	Organizational	Individuals in the organization	To improve the knowledge and skills of organizational members in order to meet organizational outcomes	Provide support, training, education, etc. with the intent of facilitating and achieving <u>organizational</u> goals and outcomes.  <b>Activities</b> <ul style="list-style-type: none"> <li>- Training</li> <li>- TA</li> <li>- Site visits</li> <li>- Collaborative networks</li> <li>- Running peer-to-peer forums</li> </ul>
<b>Outreach and Education</b>	General population	Individuals in the population at large	To improve knowledge of the target population by providing	Provide information and messaging to MCH populations through more generalized and passive mechanisms. (If program funds are used to create resources and tools, but not provide direct one-on-one support and contact, this would



			information, messaging, and discussion	count here).  <b>Activities</b> <ul style="list-style-type: none"> <li>- Public health campaigns</li> <li>- Educational pamphlets, fact sheets, etc.</li> <li>- Webinars available to the public</li> </ul>
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**1. During the reporting period, did your program provide training and workforce development through a degree, certification, or formal course OR through continuing education?**  
*(select all that apply)*

- Yes, provided training and workforce development through a degree, certification, or formal course *[complete Part A]*
- Yes, provided training and workforce development through continuing education *[complete Part B]*
- No

**A. Degree, Certification, or Formal Course**

i. Trainee Type reached in the reporting period *(select all that apply)*

- Undergraduate
- Graduate
- Post-graduate
- Non-degree seeking
- Other (specify): \_\_\_\_\_

ii. Training Focus *(select all that apply)*

- Clinical care
- Care support (including allied health)
- Research
- Public health, non-research (for example, policy, planning, leadership, etc.)
- Other (specify): \_\_\_\_\_

iii. Training Topic Area *(select all that apply)*

- Early Childhood
  - Newborn Screening
  - Safe Sleep
  - Developmental Health (including developmental screening)
- Adolescent Health
- Maternal Health
  - Maternal Mortality
  - Perinatal/Postpartum Care

- Breastfeeding
- Maternal Depression
- Children, Adolescents, and Young Adults with Special Health Care Needs
- Developmental Disabilities
- Mental/Behavioral Health
  - Autism
  - Substance Use Disorder(s)
- Clinical Care
- Sickle Cell Disease
- Heritable Disorders (excluding sickle cell)
- Epilepsy
- Fetal Alcohol Syndrome
- Oral Health
- Medical Home
- Health Care Transition
- Immunizations
- Injury Prevention
  - Poison/Toxin Exposure
- Child Maltreatment
- Emergency Services for Children
  - Emergency Preparedness
- Health Equity
- Social Determinants of Health
- Telehealth
- Preventive Services
- Obesity
- Health Insurance
- Nutrition
- Respiratory Health
- Life Course Approach
- None of the above

iv. Outputs

a. # trained during the reporting period \_\_\_\_

**B. Continuing Education**

i. Trainee Type reached in the

- Clinical care provider (for example, MD, DO, NP, PA, etc.)

- reporting period (*select all that apply*)
- Care support provider (including allied health)
  - Researcher
  - Public health professional, non-researcher
  - Community-based participant (for example, community outreach worker, family advocate, etc.)
  - Other (specify): \_\_\_\_\_
- ii. Continuing Education Subject Area (*select all that apply*)
- Clinical Care Related (including medical home)
  - Equity, Diversity, or Cultural Responsiveness Related
  - Data, Research, Evaluation Methods
  - Family Involvement
  - Interdisciplinary Teaming
  - Health Care Workforce Leadership
  - Policy
  - Systems Development/Improvement (including capacity building, planning, and financing)
  - Emerging Issues (specify): \_\_\_\_\_
  - None of the above
- iii. Continuing Education Topic Area (*select all that apply*)
- Early Childhood
    - Newborn Screening
    - Safe Sleep
    - Developmental Health (including developmental screening)
  - Adolescent Health
  - Maternal Health
    - Maternal Mortality
    - Perinatal/Postpartum Care
    - Breastfeeding
    - Maternal Depression
  - Children, Adolescents, and Young Adults with Special Health Care Needs
  - Developmental Disabilities
  - Mental/Behavioral Health
    - Autism
    - Substance Use Disorder(s)
  - Clinical Care
  - Sickle Cell Disease
  - Heritable Disorders (excluding sickle cell)
  - Epilepsy

- Fetal Alcohol Syndrome
- Oral Health
- Medical Home
- Health Care Transition
- Immunizations
- Injury Prevention
  - Poison/Toxin Exposure
- Child Maltreatment
- Emergency Services for Children
  - Emergency Preparedness
- Health Equity
- Social Determinants of Health
- Telehealth
- Preventive Services
- Obesity
- Health Insurance
- Nutrition
- Respiratory Health
- Life Course Approach
- None of the above

iv. Outputs (complete both a and b)

- a. # of continuing education sessions/activities conducted during the reporting period \_\_\_\_
- b. # of participants in continuing education activities during the reporting period \_\_\_\_

Comments: \_\_\_\_\_

## Partnerships and Collaboration

Partnerships and Collaborations
<b>Instructions</b>
Select Yes or No to indicate whether your program engaged in or supported partnerships and collaborations during the reporting period. If Yes is selected, continue and complete Part A. If No is selected, the form is complete.

**Part A. Partnerships and Collaborations**

- i. Select the purpose of the partnership(s)/collaboration(s). This should be the main reason(s) for establishing, supporting, engaging in, and continuing partnership(s)/collaboration(s). Select all that apply.
- ii. For outputs: For each applicable partner/collaborator category, select all the types of partnership/collaboration that apply, and report the number of active partnerships/collaborations in the reporting period. The number of active partnerships/collaborations should be an unduplicated count. For example, if a program had multiple types of partnerships/collaborations with one Title V agency in the reporting period, the number of active Title V partnerships would be one. If a program had partnerships with two Title V agencies, the number of active Title V partnerships would be two.

**Comments:** Enter any comments, if applicable.

**Definitions:**

**Partnership and Collaboration** refers to activities that build and strengthen connections between organizations and individuals with similar interests, missions, and activities to allow for information sharing, learning, and capacity building across organizations/individuals. These activities include creation or strengthening of relevant organizational relationships that serve to expand the capacity and reach of a program in meeting the needs of its MCH population. Partnerships and collaborations are intended to be mutually beneficial relationships for all parties involved. Programs that build partnerships and collaboration between organizations, but themselves are not active in or beneficiaries of the partnerships (for example, a TA center that sets up a peer-to-peer network but does NOT participate as a recipient or beneficiary), should not complete this form.

**1. During the reporting period, did your program support partnerships and collaborations?**

- Yes, engaged in or supported partnerships and collaborations to expand capacity and reach to meet the needs of the program’s MCH population [*complete Part A*]
- No

**A. Partnerships and Collaborations**

i. Purpose of partnerships/collaborations (*select all that apply*)

- Improve program quality
- Increase reach of program activities or messaging
- Increase funding or other resources to advance program goals
- Increase political will/“buy-in” for program activities or goals
- Establish or implement shared goals, activities, data collection, or measurement
- Reach and engage communities/potential service recipients
- Other (specify): \_\_\_\_\_

ii. Outputs: Types and numbers of active

Partner/Collaborator Category	Type of partnership/collaboration ( <i>select all that apply</i> )	Number of active partnerships/

partnerships and  
 collaborations in reporting  
 period, by  
 partner/collaborator  
 category

		collaborations for the partner/collaborator category in the reporting period
Title V	<ul style="list-style-type: none"> <li>€ Memoranda of understanding or other written agreements</li> <li>€ Working groups or committees (including advisory boards, steering committees)</li> <li>€ Peer-to-peer learning</li> <li>€ Provider-to-provider consultations</li> <li>€ Information-sharing networks</li> <li>€ Shared resources (for example, funding, staff, etc.)</li> <li>€ Referral and care coordination networks</li> <li>€ Other (specify): _____</li> </ul>	
Social service agency	<ul style="list-style-type: none"> <li>€ Memoranda of understanding or other written agreements</li> <li>€ Working groups or committees (including advisory boards, steering committees)</li> <li>€ Peer-to-peer learning</li> <li>€ Provider-to-provider consultations</li> <li>€ Information-sharing networks</li> <li>€ Shared resources (for example, funding, staff, etc.)</li> <li>€ Referral and care coordination networks</li> <li>€ Other (specify): _____</li> </ul>	
Medicaid agency	<ul style="list-style-type: none"> <li>€ Memoranda of understanding or other written agreements</li> <li>€ Working groups or committees (including advisory boards, steering committees)</li> <li>€ Peer-to-peer learning</li> <li>€ Provider-to-provider consultations</li> <li>€ Information-sharing networks</li> <li>€ Shared resources (for example, funding, staff, etc.)</li> <li>€ Referral and care coordination networks</li> <li>€ Other (specify): _____</li> </ul>	
Other state/local agencies	<ul style="list-style-type: none"> <li>€ Memoranda of understanding or other written agreements</li> <li>€ Working groups or committees (including advisory boards, steering committees)</li> </ul>	

	<ul style="list-style-type: none"> <li>€ Peer-to-peer learning</li> <li>€ Provider-to-provider consultations</li> <li>€ Information-sharing networks</li> <li>€ Shared resources (for example, funding, staff, etc.)</li> <li>€ Referral and care coordination networks</li> <li>€ Other (specify): _____</li> </ul>	
Health care providers/ clinical providers	<ul style="list-style-type: none"> <li>€ Memoranda of understanding or other written agreements</li> <li>€ Working groups or committees (including advisory boards, steering committees)</li> <li>€ Peer-to-peer learning</li> <li>€ Provider-to-provider consultations</li> <li>€ Information-sharing networks</li> <li>€ Shared resources (for example, funding, staff, etc.)</li> <li>€ Referral and care coordination networks</li> <li>€ Other (specify): _____</li> </ul>	
Community/family groups	<ul style="list-style-type: none"> <li>€ Memoranda of understanding or other written agreements</li> <li>€ Working groups or committees (including advisory boards, steering committees)</li> <li>€ Peer-to-peer learning</li> <li>€ Provider-to-provider consultations</li> <li>€ Information-sharing networks</li> <li>€ Shared resources (for example, funding, staff, etc.)</li> <li>€ Referral and care coordination networks</li> <li>€ Other (specify): _____</li> </ul>	
Educational institutions	<ul style="list-style-type: none"> <li>€ Memoranda of understanding or other written agreements</li> <li>€ Working groups or committees (including advisory boards, steering committees)</li> <li>€ Peer-to-peer learning</li> <li>€ Provider-to-provider consultations</li> <li>€ Information-sharing networks</li> <li>€ Shared resources (for example, funding, staff, etc.)</li> <li>€ Referral and care coordination networks</li> <li>€ Other (specify): _____</li> </ul>	
Health insurance (non-	<ul style="list-style-type: none"> <li>€ Memoranda of understanding or other written agreements</li> </ul>	

public)	<ul style="list-style-type: none"> <li>€ Working groups or committees (including advisory boards, steering committees)</li> <li>€ Peer-to-peer learning</li> <li>€ Provider-to-provider consultations</li> <li>€ Information-sharing networks</li> <li>€ Shared resources (for example, funding, staff, etc.)</li> <li>€ Referral and care coordination networks</li> <li>€ Other (specify): _____</li> </ul>	
Tribal entities	<ul style="list-style-type: none"> <li>€ Memoranda of understanding or other written agreements</li> <li>€ Working groups or committees (including advisory boards, steering committees)</li> <li>€ Peer-to-peer learning</li> <li>€ Provider-to-provider consultations</li> <li>€ Information-sharing networks</li> <li>€ Shared resources (for example, funding, staff, etc.)</li> <li>€ Referral and care coordination networks</li> <li>€ Other (specify): _____</li> </ul>	
Federal partners	<ul style="list-style-type: none"> <li>€ Memoranda of understanding or other written agreements</li> <li>€ Working groups or committees (including advisory boards, steering committees)</li> <li>€ Peer-to-peer learning</li> <li>€ Provider-to-provider consultations</li> <li>€ Information-sharing networks</li> <li>€ Shared resources (for example, funding, staff, etc.)</li> <li>€ Referral and care coordination networks</li> <li>€ Other (specify): _____</li> </ul>	
Other (specify): _____	<ul style="list-style-type: none"> <li>€ Memoranda of understanding or other written agreements</li> <li>€ Working groups or committees (including advisory boards, steering committees)</li> <li>€ Peer-to-peer learning</li> <li>€ Provider-to-provider consultations</li> <li>€ Information-sharing networks</li> <li>€ Shared resources (for example, funding, staff, etc.)</li> <li>€ Referral and care coordination networks</li> </ul>	



	€ Other (specify): _____	
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**Comments:** \_\_\_\_\_

## Engagement of Persons with Lived Experience

<b>Engagement of Persons with Lived Experience</b>	
<b>Instructions</b>	
<p>Select Yes or No to indicate whether your program supported engagement of family members and/or other persons with lived experience during the reporting period. If your program supported both, select Yes for both, and complete Part A and Part B. If your program only supported engagement of family members, select Yes for family members only and complete Part A. If your program only supported engagement of other persons with lived experience, select Yes for other persons with lived experience and complete Part B. If your program did not support either, select No and the form is complete.</p>	
<b>Part A. Family Engagement</b>	
<ul style="list-style-type: none"> <li>i.</li> <li>ii.</li> <li>iii.</li> <li>iv.</li> <li>v.</li> </ul>	<p>For each engagement area, indicate whether your program engaged family members during the reporting period and, if yes, enter the number of family members engaged during the reporting period. Multiple individuals from within the same family unit should be counted separately (i.e., if a program engaged two parents, they should each be counted separately). The number engaged may be duplicated across rows (i.e., if a family member is engaged in both Program Development, Planning and Evaluation, as well as Leadership Training, the family member would be counted in each row).</p> <p>If able, complete the table and fill in each of the cells as appropriate. This item is optional. The unduplicated row totals for race and ethnicity will be auto-calculated and may not align with the duplicated numbers presented in Table A.i. When reporting data pertaining to participants' race, ethnicity, or membership in social or demographic groups—particularly groups those that are underrepresented—awardees should ensure that those data are accurate and collected validly and sensitively. Do not infer or guess individuals' membership in a particular group.</p> <p>If able, enter the number engaged during the reporting period from other demographic groups that are underrepresented (for example, underrepresented factors include sexual orientation, gender identity, income/socioeconomic status, health status/disability, age, language, geography). This item is optional and should only be completed if data are collected in a valid manner that recognizes the sensitive nature of these topics.</p> <p>Select Yes or No to indicate if family members were compensated for their engagement during the reporting period. Select Yes if at least one family member was compensated. If yes, and if able, enter the number of family members compensated; the item for number of family members compensated is optional.</p> <p>Select Yes or No to indicate whether engaging family members resulted in any changes to your program. If yes, select all the ways engagement resulted in changes to your program. Note that the form does not require you to measure or quantify the degree of change, only that it occurred. Select all that apply.</p>
<b>Part B. Other Persons with Lived Experience Engagement</b>	
<ul style="list-style-type: none"> <li>i.</li> <li>ii.</li> <li>iii.</li> <li>iv.</li> </ul>	<p>For each engagement area, indicate whether your program engaged other persons with lived experience during the reporting period and, if yes, enter the number of other persons with lived experience engaged during the reporting period. The number engaged may be duplicated across rows (i.e., if a person with lived experience is engaged in both Program Development, Planning and Evaluation, as well as Leadership Training, the person would be counted for each row).</p> <p>Indicate the population categories of persons with lived experience that the program engaged. Select all that apply.</p> <p>If able, complete the table and fill in each of the cells as appropriate. This item is optional. The unduplicated row totals for race and ethnicity will be auto-calculated and may not align with the duplicated numbers presented in Table B.i. When reporting data pertaining to participants' race, ethnicity, or membership in social or demographic groups—particularly groups those that are underrepresented—awardees should ensure that those data are accurate and collected validly and sensitively. Do not infer or guess individuals' membership in a particular group.</p> <p>If able, enter the number engaged during the reporting period from other demographic groups that are underrepresented (for example, underrepresented factors include sexual orientation, gender identity, income/socioeconomic status, health status/disability, age, language, geography). This item is optional and should</p>

- only be completed if data are collected in a valid manner that recognizes the sensitive nature of these topics.
- v. Select Yes or No to indicate if persons with lived experience were compensated for their engagement during the reporting period. Select Yes if at least one person with lived experience was compensated. If yes, and if able, enter the number of persons with lived experience compensated; the item for number of persons with lived experience compensated is optional.
  - vi. Select Yes or No to indicate whether engaging other persons with lived experience resulted in any changes to your program. If yes, select all the ways engagement resulted in changes to your program. Note that the form does not require you to measure or quantify the degree of change, only that it occurred. Select all that apply.

**Comments:** Enter any comments, if applicable.

**Definitions:**

**Persons with Lived Experience** refers to individuals with knowledge and experience on health or social issues relevant to a particular program that is gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people.<sup>1</sup> Community-based organizations, for example, would not be included under this definition. For the purposes of this form, engagement of persons with lived experience is measured through two categories: “Family Engagement” and “Other Persons with Lived Experience.” Family members often navigate systems and services on behalf of individuals, so their lived experience is collected separately. Therefore, for data collection purposes, the term “Other Persons with Lived Experience” is used to delineate from family engagement and avoid duplicated counts.

**Family Engagement:** Family members include individuals in traditional or non-traditional family structures and may include biological, foster, or adoptive parents and/or siblings, spouses or partners, or members of an extended family. These family members have lived experience through their first-hand knowledge of navigating systems and services either on behalf of a family member or for the family as a whole (for example, parents of infants and toddlers, family members of children and youth with special health care needs, etc.). Family engagement refers to family members serving as representatives or leaders who build and strengthen programs and systems rather than being the direct recipient of services.

**Other Persons with Lived Experience:** This subcategory excludes family members, as defined above. Engaging other individual persons with lived experience entails actively and intentionally seeking and implementing input from individuals with personal knowledge pertaining to the issue the program is trying to address. For the purpose of this form, individuals with lived experiences represent their own personal history and experience navigating systems and services for themselves, rather than on behalf of a family member. Examples of persons with lived experienced include self-advocates or individuals with direct experience on a health issue (for example, youth self-advocates with special health care needs, pregnant or postpartum women, individual community members affected by a public health emergency, etc.).

1. Chandler, D., & Munday, R. (2016). Oxford: A dictionary of media and communication (2nd ed.). New York, NY: Oxford University Press.

**1. During the reporting period, did your program support engagement of persons with lived experience? (select all that apply)**

- € Yes, engaged with or supported **family members** to expand the capacity and reach of a program in meeting the needs of the program’s MCH population [*complete Part A*]
- € Yes, engaged with or supported **other persons with lived experience** to expand the capacity and reach of a program in meeting the needs of the program’s MCH population [*complete Part B*]

€ No

**A. Family Engagement**

i. Number engaged in the reporting period, by engagement area

Engagement Area	Has your program engaged family members in this engagement area in the reporting period?	Number engaged in the reporting period
<b>Program Development, Planning, and Evaluation</b> Family members participate in and provide feedback on the planning, implementation, and/or evaluation of the program (for example, strategic planning, program planning, materials development, program activities, teaching, mentoring, measurement, etc.).	€ Yes € No	
<b>Leadership Training</b> Within your program, family members are trained or mentored for leadership roles (for example, advisory committees, task forces, teaching, etc.).	€ Yes € No	
<b>Active Leadership</b> Within your program, family members have leadership roles on advisory committees or task forces.	€ Yes € No	

ii. Number engaged by race and ethnicity in the reporting period (OPTIONAL)

RACE								ETHNICITY			
American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	More than One Race	Unknown/Unrecorded	Total	Hispanic or Latino	Not Hispanic or Latino	Unknown/Unrecorded	Total

iii. Number engaged from other demographic groups that are

Number engaged from other underrepresented groups
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underrepresented (for example, underrepresented factors include sexual orientation, gender identity, income/socioeconomic status, health status/disability, age, language, geography), in the reporting period  
**(OPTIONAL)**

- iv. In the reporting period, were family members compensated for their engagement?
  - Yes
  - No

- a. If yes, number compensated in the reporting period (for example, paid faculty or staff, consultants, honoraria, etc.)?  
**(OPTIONAL)**

Number compensated in the reporting period

- v. In the reporting period, did engagement of family members result in any changes to your program?
  - Yes
  - No

- a. If yes, as a result of engaging family members, what did the program achieve in the reporting period? *(select all that apply)*
      - Changed focus or priorities of programming
      - Improved program quality
      - Increased reach of the program’s messaging
      - Increased enrollment or participation in program activities
      - Increased funding or other tangible resources to advance program goals
      - Increased community will/“buy-in” for program activities or goals
      - Established or implemented shared goals, activities, or measurement
      - Other (specify): \_\_\_\_\_

**B. Other Persons with Lived**

**Experience Engagement**

i. Number engaged in the reporting period, by engagement area

Engagement Area	Has your program engaged persons with lived experience in this engagement area in the reporting period?	Number engaged in the reporting period
<b>Program Development, Planning, and Evaluation</b> Persons with lived experience participate in and provide feedback on the planning, implementation and/or evaluation of the program (for example, strategic planning, program planning, materials development, program activities, teaching, mentoring, measurement, etc.).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Leadership Training</b> Within your program, persons with lived experience are trained or mentored for leadership roles (for example, advisory committees, task forces, teaching, etc.).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Active Leadership</b> Within your program, persons with lived experience have leadership roles on advisory committees or task forces.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

ii. Were the persons with lived experience from any of the following population categories? (select all that apply)

- Children, adolescents, young adults (age 1-25)
- Children, adolescents, and young adults (age 1-25) with special health care needs
- Pregnant/postpartum persons
- Non-pregnant women (age 26+)
- Men (age 26+)
- Representatives from community of interest
- Self-advocates
- Other (specify): \_\_\_\_\_

iii. Number engaged by race and ethnicity in the reporting period **(OPTIONAL)**

RACE							ETHNICITY				
American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	More than One Race	Unknown/Unrecorded	Total	Hispanic or Latino	Not Hispanic or Latino	Unknown/Unrecorded	Total

iv. Number engaged from other demographic groups that are underrepresented (for example, underrepresented factors include sexual orientation, gender identity, income/ socioeconomic status, health status/disability, age, language, geography), in the reporting period **(OPTIONAL)**

Number engaged from other underrepresented groups

v. In the reporting period, were persons with lived experienced compensated for their engagement (for example, paid faculty or staff, consultants, honoraria, etc.)?

- Yes
- No

a. If yes, number compensated in the reporting period **(OPTIONAL)**

Number compensated in the reporting period

vi. In the reporting period, did engagement of persons with lived experience result in any changes to your program?

- Yes
- No

- a. If yes, as a result of engaging persons with lived experience, what did the program achieve? (*select all that apply*)
- € Influenced focus or priorities of programming
  - € Improved program quality
  - € Increased reach of the program’s messaging
  - € Increased enrollment or participation in program activities
  - € Increased funding or other tangible resources to advance program goals
  - € Increased community will/“buy-in” for program activities or goals
  - € Established or implemented shared goals, activities, or measurement
  - € Other (specify): \_\_\_\_\_

**Comments:** \_\_\_\_\_



## Technical Assistance

### Technical Assistance

#### Instructions

Select Yes or No to indicate whether your program provided technical assistance (TA) during the reporting period. If Yes is selected, continue and complete Part A and Part B. If No is selected, the form is complete.

#### Part A. Technical Assistance

- i. Select the subject area(s) of the most significant TA activities during the reporting period. Select all that apply. If the specific subject area of your TA is not listed, select the subject area closest to your subject area. If none of the subject areas are close to your subject area, select “none of the above.”
- ii. Select the topic area(s) of the most significant TA activities during the reporting period. Select all that apply. If the specific topic area of your TA is not listed, select the topic area closest to your topic area. If none of the topic areas are close to your topic area, select “none of the above.” You may select a subtopic without also selecting the corresponding umbrella topic. For example, you may select “Newborn Screening” without selecting “Early Childhood”. In addition, you may select only the umbrella topic if none of the subtopics apply.
- iii. For outputs:
  1. a. Enter the total number of TA activities provided during the reporting period.  
b. Enter the total number of TA recipients during the reporting period. This number may be duplicated (i.e., a recipient participates in more than one TA activity and is counted more than once), though an unduplicated count is encouraged if possible.  
c. Enter the total number of organizations assisted during the reporting period. If there were multiple TA recipients from one organization, the organization should only be counted once. This should be an unduplicated count.
  2. Enter the number of TA activities provided during the reporting period to each target audience. Complete for applicable target audiences. TA activities should be counted at the level of the organization. For example, if three individuals from a Title V agency attend the same TA activity, then there would be one TA activity for Title V counted. If three individuals from a Title V agency attend three different TA activities, then there would be three TA activities for Title V counted. The total number of activities in this column may sum to more than the number reported in 1.a., as multiple audiences may participate in the same TA activity.
  3. Enter the number of TA activities provided during the reporting period by TA method of the activity. Complete for applicable methods. Methods are listed in order of intensity, from most intensive to least intensive TA method. The total number of activities in this column should sum to to the number reported in 1.a.

#### Part B. Satisfaction with TA

- i. Select Yes or No to indicate whether your program collected data on TA participant satisfaction during the reporting period. If Yes is selected, enter the number of recipients reporting that they were satisfied by TA and the total number of TA participants asked about satisfaction that provided a response. Satisfaction with TA is defined by the program. If No is selected, the form is complete.

**Comments:** Enter any comments, if applicable.

#### Definitions:

**Technical Assistance (TA)** includes a range of targeted support activities that build skills or capacities and increase knowledge, with the intention to address organizational needs or accelerate programmatic outcomes. TA is the process of providing guidance, assistance, and training by an expert with specific technical/content knowledge to

address an identified need. TA relationships are program- or initiative-focused, and may use an interactive, on-site/hands-on approach, as well as telephone or email assistance.

Differentiation between Training and Workforce Development, Technical Assistance, and Outreach and Education:

<b>Activity</b>	<b>Is the Purpose of the Activity to Address Needs at the Individual, Organizational, or General Population Level?</b>	<b>Recipient Level</b>	<b>Goal</b>	<b>Included Activities</b>
<b>Training and Workforce Development</b>	Individual trainees or practicing MCH workforce professionals	Individual trainees or practicing MCH workforce professionals	To improve the knowledge, skills, and capacity of future and practicing MCH workforce members	<ul style="list-style-type: none"> <li>- Undergraduate, graduate and post-graduate education and training</li> <li>- Continuing education</li> <li>- Applied learning</li> <li>- ECHO, if it includes training sections</li> </ul>
<b>Technical Assistance</b>	Organizational	Individuals in the organization	To improve the knowledge and skills of organizational members in order to meet organizational outcomes	<p>Provide support, training, education, etc. with the intent of facilitating and achieving <u>organizational</u> goals and outcomes.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>- Training</li> <li>- TA</li> <li>- Site visits</li> <li>- Collaborative networks</li> <li>- Running peer-to-peer forums</li> </ul>
<b>Outreach and Education</b>	General population	Individuals in the population at large	To improve knowledge of the target population by providing information, messaging, and discussion.	<p>Provide information and messaging to MCH populations through more generalized and passive mechanisms. (If program funds are used to create resources and tools, but not provide direct one-on-one support and contact, this would count here).</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>- Public health campaigns</li> <li>- Educational pamphlets, fact sheets, etc.</li> <li>- Webinars available to the public</li> </ul>

**1. During the reporting period, did your program provide technical assistance (TA)?**

- Yes [complete Part A and Part B]
- No

**A. Technical Assistance**

i. Subject area(s) of your most significant TA activities in the reporting period (*select all that apply*)

- Clinical Care Related (including medical home)
- Equity, Diversity, or Cultural Responsiveness Related
- Data, Research, Evaluation Methods
- Family Involvement
- Interdisciplinary Teaming
- Health Care Workforce Leadership
- Policy
- Systems Development/Improvement (including capacity building, planning, and financing)
- Emerging Issues \_\_\_\_\_
- None of the above
- Early Childhood
  - Newborn Screening
  - Safe Sleep
  - Developmental Health (including developmental screening)
- Adolescent Health
- Maternal Health
  - Maternal Mortality
  - Perinatal/Postpartum Care
  - Breastfeeding
  - Maternal Depression
- Children, Adolescents, and Young Adults with Special Health Care Needs
- Developmental Disabilities
- Mental/Behavioral Health
  - Autism
  - Substance Use Disorder(s)
- Clinical Care

ii. Topics of your most significant TA activities in the reporting period (*select all that apply*)

- Sickle Cell Disease
- Heritable Disorders (excluding sickle cell)
- Epilepsy
- Fetal Alcohol Syndrome
- Oral Health
- Medical Home
- Health Care Transition
- Immunizations
- Injury Prevention
  - Poison/Toxin Exposure
- Child Maltreatment
- Emergency Services for Children
  - Emergency Preparedness
- Health Equity
- Social Determinants of Health
- Telehealth
- Preventive Services
- Obesity
- Health Insurance
- Nutrition
- Respiratory Health
- Life Course Approach
- None of the above

iii. Outputs

1. Number of TA activities, recipients, and organizations assisted in the reporting period
  - a. Total number of TA activities \_\_\_\_
  - b. Total number of TA recipients \_\_\_\_
  - c. Total number of organizations assisted \_\_\_\_

2. Number of TA activities in the reporting period, by target audience

Target Audience	Number of TA Activities <i>(total may sum to more than reported in 1.a. as activity could be provided to multiple audiences)</i>
Title V	
Social service agency	
Medicaid agency	
Other state/local agencies	
Health care providers/clinical providers	
Community/family groups	
Educational institutions	
Health insurance (non-public)	
Tribal entities	
Federal partners	
Other (specify) _____	
Unknown	

3. Number of TA activities in the reporting period, by TA method

Method <i>(listed by order of relative intensity of method, from most intensive to least intensive)</i>	Number of TA Activities <i>(must sum to total reported in 1.a.)</i>
One-on-one consultation, training, or site visits	
Group consultation or training (for example, workshops, continuing education courses, etc.)	
Peer-to-peer networks or collaborative networks	
Presentations (for example, webinars, invited speaking engagements, etc.)	

**B. Satisfaction with TA**

i. Did you collect data regarding recipient satisfaction with TA in the reporting period?

- Yes
- No

1. If yes, number/percent of TA recipients who reported they were satisfied

- a. Number of TA recipients asked about satisfaction who provided a response, in the reporting period \_\_\_\_
- b. Number of TA recipients who reported they were satisfied with TA provided, in the reporting period \_\_\_\_
- c. Percent satisfied (auto-calculated) \_\_\_\_

**Comments:** \_\_\_\_\_

## Outreach and Education

<b>Outreach and Education</b>				
<b>Instructions</b>				
<p>Select Yes or No to indicate whether your program provided outreach and education during the reporting period. If Yes is selected, continue and complete Part A and Part B. If No is selected, the form is complete.</p>				
<p><b>Part A – Outreach and Education:</b> Information on outreach and education activities, excluding information on web and social media analytics (captured in Part B).</p>				
<ul style="list-style-type: none"> <li>i. Select the mechanism(s) used to provide outreach and education during the reporting period. Select all that apply.</li> <li>ii. Select the subject area(s) covered by outreach and education activities during the reporting period. Select all that apply. If the specific subject area of your outreach and education is not listed, select the subject area closest to your subject area. If none of the subject areas are close to your subject area, select “none of the above.”</li> <li>iii. Select the topic area(s) covered by outreach and education activities during the reporting period. Select all that apply. If the specific topic area of your outreach and education is not listed, select the topic area closest to your topic area. If none of the topics are close to your topic area, select “none of the above.” You may select a subtopic without also selecting the corresponding umbrella topic. For example, you may select “Newborn Screening” without selecting “Early Childhood”. In addition, you may select only the umbrella topic if none of the subtopics apply.</li> <li>iv. Enter the number of individuals (for example, participants, families, providers, etc.) reached by outreach and education activities. This may be a duplicated count of individuals.</li> </ul>				
<p><b>Part B – Web and Social Media Analytics</b></p> <ul style="list-style-type: none"> <li>i. If applicable, enter the number of web hits, number of unique website visitors, number of social media views, and number of unique viewers of social media content for outreach and education materials and resources.</li> </ul>				
<p><b>Comments:</b> Enter any comments, if applicable.</p>				
<p><b>Definitions:</b></p> <p><b>Outreach and Education</b> refers to activities to inform, generate interest, and provide more in-depth messaging on topics of interest. Outreach can be seen as a way to introduce the topic during brief interactions. Education can be seen as those activities that allow messaging and discussion to be tailored to individuals and small groups, as staff respond to questions and address concerns about a topic.</p>				
<p><u>Differentiation between Training and Workforce Development, Technical Assistance, and Outreach and Education:</u></p>				
<b>Activity</b>	<b>Is the Purpose of the Activity to Address Needs at the Individual, Organizational, or General Population</b>	<b>Recipient Level</b>	<b>Goal</b>	<b>Included Activities</b>

	Level?			
<b>Training and Workforce Development</b>	Individual trainees or practicing MCH workforce professionals	Individual trainees or practicing MCH workforce professionals	To improve the knowledge, skills, and capacity of future and practicing MCH workforce members	<ul style="list-style-type: none"> <li>- Undergraduate, graduate and post-graduate education and training</li> <li>- Continuing education</li> <li>- Applied learning</li> <li>- ECHO, if it includes training sections</li> </ul>
<b>Technical Assistance</b>	Organizational	Individuals in the organization	To improve the knowledge and skills of organizational members in order to meet organizational outcomes	<p>Provide support, training, education, etc. with the intent of facilitating and achieving <u>organizational</u> goals and outcomes.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>- Training</li> <li>- TA</li> <li>- Site visits</li> <li>- Collaborative networks</li> <li>- Running peer-to-peer forums</li> </ul>
<b>Outreach and Education</b>	General population	Individuals in the population at large	To improve knowledge of the target population by providing information, messaging, and discussion.	<p>Provide information and messaging to MCH populations through more generalized and passive mechanisms. (If program funds are used to create resources and tools, but not provide direct one-on-one support and contact, this would count here).</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>- Public health campaigns</li> <li>- Educational pamphlets, fact sheets, etc.</li> <li>- Webinars available to the public</li> </ul>

1. During the reporting period, did your program provide outreach and education?      € Yes [complete Part A and Part B]  
 € No



**A. Outreach and Education**

(excluding web and social media analytics)

- i. Mechanism of outreach/education  
*(select all that apply)*
  - € Webinars
  - € Educational materials
  - € Community/public events
  - € Conference presentations
  - € Other (specify): \_\_\_\_\_
  
- ii. Subject area(s) of outreach/education  
*(select all that apply)*
  - Clinical Care Related (including medical home)
  - Equity, Diversity or Cultural Responsiveness Related
  - Data, Research, Evaluation Methods
  - Family Involvement
  - Interdisciplinary Teaming
  - Health Care Workforce Leadership
  - Policy
  - Systems Development/Improvement (including capacity building, planning, and financing)
  - Emerging Issues \_\_\_\_\_
  - None of the above
  
- iii. Topics of outreach/education  
*(select all that apply)*
  - Early Childhood
    - Newborn Screening
    - Safe Sleep
    - Developmental Health (including developmental screening)
  - Adolescent Health
  - Maternal Health
    - Maternal Mortality
    - Perinatal/Postpartum Care
    - Breastfeeding
    - Maternal Depression
  - Children, Adolescents, and Young Adults with Special Health Care Needs
  - Developmental Disabilities
  - Mental/Behavioral Health
    - Autism
    - Substance Use Disorder(s)
  - Clinical Care

- Sickle Cell Disease
- Heritable Disorders (excluding sickle cell)
- Epilepsy
- Fetal Alcohol Syndrome
- Oral Health
- Medical Home
- Health Care Transition
- Immunizations
- Injury Prevention
  - Poison/Toxin Exposure
- Child Maltreatment
- Emergency Services for Children
  - Emergency Preparedness
- Health Equity
- Social Determinants of Health
- Telehealth
- Preventive Services
- Obesity
- Health Insurance
- Nutrition
- Respiratory Health
- Life Course Approach
- None of the above

iv. Outputs # of individuals reached (duplicated count) \_\_\_\_

**B. Web and Social Media Analytics** # of web hits \_\_\_\_  
(complete applicable outputs) # of unique website visitors \_\_\_\_  
# of social media views \_\_\_\_  
# of unique viewers of social media content \_\_\_\_

**Comments:** \_\_\_\_\_

## Research

Research
<p><b>Instructions</b></p> <p>Select Yes or No to indicate whether your program conducted research and/or provided infrastructure support for research during the reporting period. If your program supported one or both, select Yes for the applicable supported activities (both Yes can be selected), and complete Part A. If your program did not conduct research or provide infrastructure support for research, select No and the form is complete.</p> <p><b>Part A. Research and Infrastructure Support for Research</b></p> <ol style="list-style-type: none"><li>i. Select the type(s) of research conducted or supported during the reporting period. Select all that apply.</li><li>ii. Select the topic area(s) of research conducted or supported during the reporting period. Select all that apply. If the specific topic area of your research is not listed, select the topic area closest to your topic area. If none of the topics are close to your topic area, select “none of the above.” You may select a subtopic without also selecting the corresponding umbrella topic. For example, you may select “Newborn Screening” without selecting “Early Childhood”. In addition, you may select only the umbrella topic if none of the subtopics apply.</li><li>iii. For outputs: Complete applicable outputs of your research in the reporting period.<ol style="list-style-type: none"><li>a. For number of participants, complete the table and fill in each of the cells as appropriate. Children and youth with special health care needs (CYSHCN) should be reported as a subset of all infants and children ages 0 through 25. The count for CYSHCN will not be added to the overall total because their inclusion would result in a duplicated count. The row and column totals will be auto-calculated to capture total number of participants.</li><li>b. Researchers involved includes all principal investigators and co-investigators from across all MCHB-funded or supported studies.</li><li>c. Research network sites includes all sites where research is currently/actively being conducted.</li><li>d. The count of clinical practice guidelines (or other products that inform clinical practice) informed by research findings may include guidelines developed by non-awardees using awardee research.</li></ol></li></ol> <p><b>Comments:</b> Enter any comments, if applicable.</p> <p><b>Definitions:</b></p> <p><b>Research</b> refers to activities that support the systematic investigation of topics related to the health of maternal and child health (MCH) populations. This includes programs that provide direct funding for research studies.</p> <p><b>Infrastructure Support</b> refers to providing resources, logistical support, or the coordination of services for researchers to conduct research and foster innovation (for example, research networks, etc.). A grantee can have both research and infrastructure support activities.</p> <p><b>Intervention</b> is defined as a manipulation of the subject or subject’s environment to modify one or more health-related biomedical or behavioral processes and/or endpoints or outcomes for MCH populations.</p>

**1. During the reporting period, did your program conduct research or provide infrastructure support for research? (select all that apply)**

- Yes, conducted research [complete Part A]  
 Yes, provided infrastructure support for research [complete Part A]  
 No

**A. Research and Infrastructure Support for Research**

i. Type(s) of research conducted or supported in the reporting period (select all that apply)

- Intervention research  
 Other primary research (for example, research that involves collection of own data, including experimental, quasi-experimental, observational studies, etc.)  
 Secondary data analysis

ii. Topic(s) of research conducted or supported in the reporting period (select all that apply)

- Early Childhood
  - Newborn Screening
  - Safe Sleep
  - Developmental Health (including developmental screening)
- Adolescent Health
- Maternal Health
  - Maternal Mortality
  - Perinatal/Postpartum Care
  - Breastfeeding
  - Maternal Depression
- Children, Adolescents, and Young Adults with Special Health Care Needs
- Developmental Disabilities
- Mental/Behavioral Health
  - Autism
  - Substance Use Disorder(s)
- Clinical Care
- Sickle Cell Disease
- Heritable Disorders (excluding sickle cell)
- Epilepsy
- Fetal Alcohol Syndrome
- Oral Health
- Medical Home
- Health Care Transition
- Immunizations

- Injury Prevention
  - Poison/Toxin Exposure
- Child Maltreatment
- Emergency Services for Children
  - Emergency Preparedness
- Health Equity
- Social Determinants of Health
- Telehealth
- Preventive Services
- Obesity
- Health Insurance
- Nutrition
- Respiratory Health
- Life Course Approach
- None of the above

iii. Outputs for programs conducting or supporting research in the reporting period (complete applicable outputs)

- a. # of studies supported by MCHB funding \_\_\_\_
- b. # of participants recruited in intervention research studies (complete if selected *Intervention research in A.i. "Type of Research"*)  
<TABLE BY POPULATION GROUPS AND RACE ETHNICITY>
- c. # of participants recruited in other primary research studies (complete if selected *Other primary research in A.i. "Type of Research"*)  
<TABLE BY POPULATION GROUPS AND RACE ETHNICITY>
- d. # of individuals included in secondary data analyses (complete if selected *Secondary data analysis in A.i. "Type of Research"*)  
<TABLE BY POPULATION GROUPS AND RACE ETHNICITY>
- e. # of researchers involved \_\_\_\_
- f. # of research network sites \_\_\_\_
- g. # of clinical practice guidelines (or other products that inform clinical practice) informed by research findings \_\_\_\_
- h. Have you provided technical assistance, responded to data requests, or participated in a joint project with a Title V agency?

€ Yes  
 € No

i. # of external funding applications submitted \_\_\_\_

j. # of external funding applications awarded funding \_\_\_\_

**Comments:** \_\_\_\_\_

< **TABLE BY POPULATION GROUPS AND RACE ETHNICITY** >

	RACE							Total	ETHNICITY			Total
	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	More than One Race	Unknown/Unrecorded		Hispanic or Latino	Not Hispanic or Latino	Unknown/Unrecorded	
Infants (age <1 year)												
Children, Adolescents, and Young Adults (age 1-25)												
CYSHCN												
Pregnant/postpartum persons (all ages)												
Non-pregnant women (age 26+)												
Men (age 26+)												
Families												
Other (specify): _____												
Unknown												
<b>TOTALS</b>												

If “Children, Adolescents, and Young Adults” were included in research, please indicate the age range of children, adolescents, and/or young adults included.

to

## Guidelines and Policy

<b>Guidelines and Policy</b>	
<b>Instructions</b>	
<p>Select Yes or No to indicate whether your program developed or increased the use of guidelines and/or policies during the reporting period. If your program supported both, select Yes for both, and complete Part A and Part B. If your program only focused on guidelines, select Yes for guidelines only and complete Part A. If your program only focused on policies, select Yes for policies and complete Part B. If your program did not support either, select No and the form is complete.</p>	
<p><b>Part A. Guidelines</b></p> <ul style="list-style-type: none"> <li>i. Select the level of intended change of the guideline(s). This indicates the level the guideline(s) targets and expects to see change. Select all that apply.</li> <li>ii. Complete applicable outputs for guideline development/usage during the reporting period.</li> </ul>	
<p><b>Part B. Policies</b></p> <ul style="list-style-type: none"> <li>i. Select the level of intended change of the policy(ies). This indicates the level the policy(ies) targets and expects to see change. Select all that apply.</li> <li>ii. Complete applicable outputs for policy development/usage during the reporting period.</li> </ul>	
<p><b>Comments:</b> Enter any comments, if applicable.</p>	
<p><b>Definitions:</b></p> <p><b>Guidelines</b> refer to activities that develop, modify, or implement guidelines within or between organizations and/or institutions, or at the local, state, or national level. Guidelines are guidance that is recommended but not mandatory (for example, Bright Futures, Women’s Preventive Services Initiative, etc.)</p> <p><b>Policies</b> refer to activities that develop, modify, or implement policies within or between organizations and/or institutions, or at the local, state, or national level. Policies outline the requirements or rules that must be met. Policies frequently refer to standards or guidelines as the basis for their existence (for example, state policy that Medicaid cover recommended preventive services, etc.).</p>	
<p><b>1. During the reporting period, did your program develop or increase use of guidelines and/or policies (select all that apply)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes, guidelines [complete Part A]</li> <li><input type="checkbox"/> Yes, policies [complete Part B]</li> <li><input type="checkbox"/> No</li> </ul>
<p><b>A. Guidelines</b></p>	
<ul style="list-style-type: none"> <li>i. Level of intended change of guideline(s) (select all that apply)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organizational/institutional</li> <li><input type="checkbox"/> Local</li> <li><input type="checkbox"/> State</li> <li><input type="checkbox"/> National</li> </ul>
<ul style="list-style-type: none"> <li>ii. Outputs [complete applicable outputs]</li> </ul>	<ul style="list-style-type: none"> <li>a. # of guidelines developed/proposed/modified in the reporting period ____</li> <li>b. # of guidelines implemented in the reporting period _____</li> </ul>

- c. # implementing guidelines in the reporting period
  - 1. # of individuals/providers implementing guidelines \_\_\_\_
  - 2. # of organizations implementing guidelines \_\_\_\_
  - 3. # of localities (for example, city, county, etc.) implementing guidelines \_\_\_\_
  - 4. # of states implementing guidelines \_\_\_\_

**B. Policies**

- i. Level of intended change of the policy(ies) *(select all that apply)*
  - € Organizational/institutional
  - € Local
  - € State
  - € National
  
- ii. Outputs *[complete applicable outputs]*
  - a. # of policies developed/proposed/modified in the reporting period \_\_\_\_
  
  - b. # of policies implemented/passed in the reporting period \_\_\_\_
    - 1. # of organizations implementing/passing policies \_\_\_\_
    - 2. # of localities implementing/passing policies \_\_\_\_
    - 3. # of states implementing/passing policies \_\_\_\_

**Comments:** \_\_\_\_\_



## Data and Information Systems

Data and Information Systems	
<b>Instructions</b>	
<p>Select Yes or No to indicate whether your program worked to improve the data collection practices of other organizations, data access, or data linkages during the reporting period. If your program supported all three, select Yes for all three, and complete Part A, Part B, and Part C. If your program only focused on data collection practices, select Yes for data collection only and complete Part A. If your program only focused on data access, select Yes for data access and complete Part B. If your program only focused on data linkages, select Yes for data linkages and complete Part C. If your program did not support any of the three, select No and the form is complete.</p>	
<b>Part A. Improving Data Collection Practices</b>	
<p>i. Select the activity(ies) conducted during the reporting period to improve another organization’s data collection practices. Select all that apply. If selected “facilitated submission of data to data collection system,” and if able, enter the number of entities submitting data during the reporting period. If the program supports multiple data collection systems, provide the cumulative number of entities submitting data across all systems. This number may be a duplicated count.</p>	
<b>Part B. Improving Access to Data</b>	
<p>i. Select the activity(ies) conducted during the reporting period to improve data access. Select all that apply. If selected “created datasets” and/or “increased public access to datasets,” and if able, enter the number of datasets created and/or number of times datasets were accessed during the reporting period. If there are multiple datasets accessed, provide the cumulative number of times the datasets were accessed across all data sets. This number may be a duplicated count.</p>	
<b>Part C. Creating Data Linkages</b>	
<p>i. Select the activity(ies) conducted during the reporting period to create data linkages. Select all that apply.</p>	
<b>Comments:</b> Enter any comments, if applicable.	
<b>Definitions:</b>	
<p><b>Data and Information System</b> activities include activities that improve the ability of other organizations to collect, access, and link data across multiple systems and programs. The purpose of these activities is to improve the overall public health infrastructure and not individual program process improvement or quality improvement around data.</p>	
<p><b>1. During the reporting period, did your program work to improve other organizations’ data collection practices, access to data, or create data linkages? (select all that apply)</b></p>	<ul style="list-style-type: none"> <li>• Yes, program worked to improve data collection practices [complete Part A]</li> <li>• Yes, program worked to improve access to data [complete Part B]</li> <li>• Yes, program worked to create data linkages [complete Part C]</li> <li>• No</li> </ul>
<b>A. Improving Data Collection Practices</b>	
<p>i. Type of activity in the reporting period (select all that apply)</p>	<ul style="list-style-type: none"> <li>• Developed and/or tested new metrics for data collection</li> <li>• Created standardized data collection forms or</li> </ul>

definitions for key terms

- Developed/enhanced/maintained information technology systems to house data (including registries)
- Facilitated submission of data to data collection systems

1. # of entities (for example, states, hospitals, partner centers, teams, etc.) submitting data to system \_\_\_\_\_

- Conducted data quality checks
- Identified and implemented interventions to improve data collection quality
- Facilitated the collection of disaggregated data based on race, ethnicity, sexual and gender minority, or other underrepresented demographics
- Other (specify): \_\_\_\_\_

**B. Improving Access to Data**

- i. Type of activity in the reporting period (*select all that apply*)

- Created datasets or a common database for external use

1. # created \_\_\_\_\_

- Increased public access to datasets

1. # of times dataset accessed (downloaded or requested) \_\_\_\_\_

- Created or facilitated data use/exchange agreements
- Other (specify): \_\_\_\_\_

**C. Creating Data Linkages**

- i. Type of activity in the reporting period (*select all that apply*)

- Linked two or more separate datasets
- Facilitated integration of two or more datasets
- Other (specify): \_\_\_\_\_

**Comments:** \_\_\_\_\_

## Quality Improvement and Evaluation

Quality Improvement and Evaluation	
<b>Instructions</b>	
<p>Select Yes or No to indicate whether your program implemented or participated in quality improvement (QI) initiatives and/or conducted evaluation activities during the reporting period. If your program supported both, select Yes for both, and complete Part A and Part B. If your program only implemented or participated in QI, select Yes only for QI and complete Part A. If your program only conducted evaluation activities, select Yes only for evaluation and complete Part B. If your program did not support either, select No and the form is complete.</p>	
<b>Part A. Quality Improvement</b>	
<p>i. Select Yes or No to indicate whether your program collected metrics to track QI during the reporting period.</p> <p>ii. Select what action has been taken as a result of the QI process during the reporting period. Select all that apply.</p>	
<b>Part B. Evaluation</b>	
<p>i. Select the type of evaluation activity that was conducted during the reporting period. Select all that apply.</p> <p>ii. Select how your program has used evaluation activities in the reporting period. Select all that apply.</p>	
<p><b>Comments:</b> Enter any comments, if applicable.</p>	
<b>Definitions:</b>	
<p><b>Quality Improvement</b> includes activities that use deliberate processes to improve the efficacy and impact of activities, programs, or systems (for example, PDSA cycles, etc.)</p> <p><b>Evaluation</b> includes activities that systematically collect information to assess a project, program, or system's performance or outcomes.</p>	
<p><b>1. During the reporting period, did your program implement or participate in quality improvement (QI) initiatives, or conduct activities to evaluate a program's or system's performance or outcomes? (select all that apply)</b></p> <p><b>A. Quality Improvement</b></p> <p>i. Did you collect metrics to track improvement as part of the QI process in the reporting period?</p> <p>ii. What action have you taken as a result of the QI process in the reporting period?</p> <p><b>B. Evaluation</b></p> <p>i. Type of evaluation activity in the reporting period (select all that apply)</p>	<ul style="list-style-type: none"> <li>• Yes, implemented or participated in QI [complete Part A]</li> <li>• Yes, conducted activities to evaluate performance or outcomes [complete Part B]</li> <li>• No</li> </ul> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <ul style="list-style-type: none"> <li>• Used findings to make improvements in your work (for example, improve existing services, ensure reaching the intended groups, review internal processes, etc.)</li> <li>• Used findings in your planning processes (for example, prioritize activities, identify unmet needs, scale-up of intervention, etc.)</li> <li>• Have not taken any action in the reporting period</li> </ul> <ul style="list-style-type: none"> <li>• Evaluation plan and design</li> <li>• Evaluation of program processes and/or implementation</li> <li>• Evaluation of program outcomes and/or impact</li> </ul>

ii. How have you used the evaluation activities in the reporting period?  
(select all that apply)

- Other (specify): \_\_\_\_\_
- Implemented evaluation plan/design
- Disseminated findings to stakeholders
- Used findings to make improvements in your work (for example, improve existing services, ensure reaching the intended groups, review internal processes, etc.)
- Used findings in your planning processes (for example, prioritize activities, identify unmet needs, scale-up of intervention, etc.)
- Have not used evaluation activities in the reporting period

**Comments:** \_\_\_\_\_

## Knowledge Change

Knowledge Change
<b>Instructions</b>
<p>This form collects information on changes in knowledge in a target population as a result of program activities/interventions. Part A should be completed by all awardees targeting knowledge change. Part B should be completed by awardees with data on knowledge change in their target populations.</p>
<p><b>Part A – Knowledge Change</b> (to be completed by all awardees targeting knowledge change through their program activities/interventions):</p> <ol style="list-style-type: none"><li>1. Select applicable Target Populations. This should be the population(s) whose knowledge you are trying to change. Select all that apply.</li><li>2. Select applicable Primary Knowledge Change Subject Areas. Select all that apply. If the specific subject area of your knowledge change subject area is not listed, select the subject area closest to your knowledge change subject area. If none of the subject areas are close to your knowledge change subject area, select “none of the above.”</li><li>3. Select applicable Knowledge Change Topic Areas. Select all that apply. If the specific topic area of the knowledge change is not listed, select the topic area closest to your topic area. If none of the topics are close, select “none of the above.” You may select a subtopic without also selecting the corresponding umbrella topic. For example, you may select “Newborn Screening” without selecting “Early Childhood”. In addition, you may select only the umbrella topic if none of the subtopics apply.</li><li>4. Select Yes or No to indicate whether you have numerator and/or denominator data to report for the reporting period. If you have data, complete Part B.</li></ol>
<p><b>Part B – Measures and Data</b> (to be completed only if you have numerator and/or denominator data to report for the reporting period):</p> <p>The table captures data regarding knowledge change. For each knowledge change measure with available data, complete one row of the table. Additional rows may be added as needed to capture additional measures.</p> <ul style="list-style-type: none"><li>• <b>Measure Description:</b> Enter a description of the measure for which you have collected data. The measure should be as specific and descriptive as possible (for example, % of pregnant persons from county X with increased knowledge on safe sleep practices [including alone, by themselves, and in a crib], # of clinicians with increased knowledge on Bright Futures, etc.).</li><li>• <b>Target Population:</b> From the drop-down menu generated from your Target Population selections in Part A, select which specific target population(s) apply to each measure.</li><li>• <b>Primary Knowledge Change Subject Area:</b> From the drop-down menu generated from your Primary Knowledge Change Subject Area selections in Part A, select which specific knowledge change subject area(s) apply to each measure.</li><li>• <b>Knowledge Change Topic Area:</b> From the drop-down menu generated from your Knowledge Change Topic Area selections in Part A, select which specific knowledge change topic area(s) apply to each measure.</li><li>• <b>Data Source:</b> From the drop-down menu, select your data source for the reported data.</li><li>• <b>Measure Type:</b> From the drop-down menu, select whether the measure is a count or percentage.</li><li>• <b>Numerator:</b> Enter the numerator value for the reporting period (i.e., number of individuals in target population that report improved knowledge in a given area). If you only have a count of those reporting knowledge change, this will be entered into the numerator field.</li><li>• <b>Denominator:</b> Enter denominator value for the reporting period (i.e., number of individuals in target population). If you only have a count of those reporting knowledge change, this field will be left blank.</li><li>• <b>Outcome:</b> The outcome will be auto-calculated.</li><li>• <b>Measure Discontinued:</b> If a previously established measure is being discontinued, select the box and provide an explanation for discontinuation in the comments field. This section is only applicable for measures established during a previous report.</li></ul>
<p><b>Comments:</b> Enter any comments, if applicable.</p>

<b>Definitions:</b>	
<b>Knowledge Change:</b> Immediate or initial changes in awareness, familiarity, or understanding, which are the result of learning, and can be observed and measured immediately after an activity/intervention.	
<b>A. Knowledge Change</b>	
<p>1. Target Population (<i>select all that apply</i>)</p> <p><i>This captures whose knowledge you are trying to change</i></p>	<ul style="list-style-type: none"> <li>€ Children, Adolescents, and Young Adults (age 1-25)</li> <li>€ Children, Adolescents, and Youth with Special Health Care Needs</li> <li>€ Pregnant/Postpartum Persons (all ages)</li> <li>€ Non-Pregnant Women (age 26+)</li> <li>€ Men (age 26+)</li> <li>€ Family Members</li> <li>€ Providers (clinical care and care support such as doctors, allied health professionals, care coordinators)</li> <li>€ Public Health Professionals</li> <li>€ Students/Trainees</li> <li>€ Other Organizational Members (such as faculty and staff of organizations)</li> </ul>
<p>2. Primary Knowledge Change Subject Area (<i>select all that apply</i>)</p>	<ul style="list-style-type: none"> <li>• Clinical Care Related (including medical home)</li> <li>• Equity, Diversity, or Cultural Responsiveness Related</li> <li>• Data, Research, Evaluation Methods</li> <li>• Family Involvement</li> <li>• Interdisciplinary Teaming</li> <li>• Health Care Workforce Leadership</li> <li>• Policy</li> <li>• Systems Development/Improvement (including capacity building, planning, and financing)</li> <li>• Emerging Issues</li> <li>• Comprehensive Curricula (ONLY applicable to Division of Maternal and Child Health Workforce Development Training programs)</li> <li>• None of the above</li> </ul>
<p>3. Knowledge Change Topic Area (<i>select all that apply</i>)</p>	<ul style="list-style-type: none"> <li>• Early Childhood             <ul style="list-style-type: none"> <li>• Newborn Screening</li> <li>• Safe Sleep</li> <li>• Developmental Health (including developmental screening)</li> </ul> </li> <li>• Adolescent Health</li> <li>• Maternal Health             <ul style="list-style-type: none"> <li>• Maternal Mortality</li> <li>• Perinatal/Postpartum Care</li> <li>• Breastfeeding</li> <li>• Maternal Depression</li> </ul> </li> <li>• Children, Adolescents, and Young Adults with Special Health Care Needs</li> <li>• Developmental Disabilities</li> <li>• Mental/Behavioral Health             <ul style="list-style-type: none"> <li>• Autism</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Substance Use Disorder(s)</li> <li>• Clinical Care</li> <li>• Sickle Cell Disease</li> <li>• Heritable Disorders (excluding sickle cell)</li> <li>• Epilepsy</li> <li>• Fetal Alcohol Syndrome</li> <li>• Oral Health</li> <li>• Medical Home</li> <li>• Health Care Transition</li> <li>• Immunizations</li> <li>• Injury Prevention           <ul style="list-style-type: none"> <li>• Poison/Toxin Exposure</li> </ul> </li> <li>• Child Maltreatment</li> <li>• Emergency Services for Children           <ul style="list-style-type: none"> <li>• Emergency Preparedness</li> </ul> </li> <li>• Health Equity</li> <li>• Social Determinants of Health</li> <li>• Telehealth</li> <li>• Preventive Services</li> <li>• Obesity</li> <li>• Health Insurance</li> <li>• Nutrition</li> <li>• Respiratory Health</li> <li>• Life Course Approach</li> <li>• None of the above</li> </ul>
<p>4. Do you have numerator and/or denominator data relating to knowledge change available for the reporting period?</p>	<p>€ Yes [complete Part B]          € No</p>
<p><b>Comments:</b> _____</p>	

**B. Measures and Data**

<b>Measure Description:</b> (ex. % of pregnant persons with increased knowledge on safe sleep; # of clinicians with increased knowledge on Bright Futures)	<b>Target Population :</b> (Select all that apply for each measure)  <i>[Drop Down List generated from Part A for each row]</i>	<b>Primary Knowledge Change Subject Area:</b> (Select all that apply for each measure)  <i>[Drop Down List generated from Part A for each row]</i>	<b>Knowledge Change Topic Area:</b> (Select all that apply for each measure)  <i>[Drop Down List generated from Part A for each row]</i>	<b>Data Source:</b> <i>[Drop Down List;_</i> <ul style="list-style-type: none"> <li>• Survey or self-report data</li> <li>• Test</li> <li>• Electronic health record data</li> <li>• Paper-based health record data</li> <li>• Registry data</li> <li>• Claims data</li> <li>• Other (specify):_____]</li> </ul>	<b>Measure Type:</b> <i>[Drop Down List;_</i> <ul style="list-style-type: none"> <li>• Count</li> <li>• Percentage]</li> </ul>	<b>Numerator:</b> [Enter the numerator value for this measure]	<b>Denominator:</b> [Enter the denominator value for this measure, if applicable]	<b>Outcome:</b> #/% [auto-calculated]	<b>Measure Discontinued:</b> (Select if measure is discontinued)
Text	Drop Down	Drop Down	Drop Down	Drop Down	Drop Down	#	#	#(%)	<input type="checkbox"/> Comments:
Text	Drop Down	Drop Down	Drop Down	Drop Down	Drop Down	#	#	#(%)	<input type="checkbox"/> Comments:
Text	Drop Down	Drop Down	Drop Down	Drop Down	Drop Down	#	#	#(%)	<input type="checkbox"/> Comments:

+ Add Row, if needed, for additional measures



## Behavior Change

Behavior Change
<b>Instructions</b>
<p>This form collects information on changes in behavior in a target population as a result of program activities/interventions. Part A should be completed by all awardees targeting behavior change. Part B should be completed by awardees with data on behavior change in their target populations.</p> <p>NOTE: The target population of the behavior change and observed change must be the same to use this form. For example, if a program is working to improve referral practices of providers, the target population for the behavior change is providers. Therefore, the corresponding measure should be at the provider-level (% of providers that provide referrals) and not at the patient-level (% of patients that receive referrals).</p>
<p><b>Part A – Behavior Change</b> (to be completed by all awardees targeting behavior change through their program activities/interventions):</p> <ol style="list-style-type: none"><li>1. Select applicable Target Populations. This should be the population(s) whose behavior you are trying to change. Select all that apply.</li><li>2. Select applicable Primary Behavior Change Subject Areas. Select all that apply. If the specific subject area of your behavior change subject area is not listed, select the subject area closest to your behavior change subject area. If none of the subject areas are close to your behavior change subject area, select “none of the above.”</li><li>5. Select applicable Behavior Change Topic Areas. Select all that apply. If the specific topic area of the behavior change is not listed, select the topic area closest to your topic area. If none of the topics are close, select “none of the above.” You may select a subtopic without also selecting the corresponding umbrella topic. For example, you may select “Newborn Screening” without selecting “Early Childhood”. In addition, you may select only the umbrella topic if none of the subtopics apply.</li><li>3. Select Yes or No to indicate whether you have numerator and/or denominator data to report for the reporting period. If you have data, complete Part B.</li></ol>
<p><b>Part B – Measures and Data</b> (to be completed only if you have numerator and/or denominator data to report for the reporting period):</p> <p>The table captures data regarding behavior change. For each behavior change measure with available data, complete one row of the table. Additional rows may be added as needed to capture additional measures.</p> <ul style="list-style-type: none"><li>• Measure Description: Enter a description of the measure for which you have collected data. The measure should be as specific and descriptive as possible (for example, % of medical providers prescribing hydroxyurea to pediatric sickle cell patients in X location).</li><li>• Target Population: From the drop-down menu generated from your Target Population selections in Part A, select which specific target population(s) apply to each measure.</li><li>• Primary Behavior Change Subject Area: From the drop-down menu generated from your Primary Behavior Change Subject Area selections in Part A, select which specific behavior change subject area(s) apply to each measure.</li><li>• Behavior Change Topic Area: From the drop-down menu generated from your Behavior Change Topic Area selections in Part A, select which specific behavior change topic area(s) apply to each measure.</li><li>• Data Source: From the drop-down menu, select your data source for the reported data.</li><li>• Measure Type: From the drop-down menu, select whether the measure is a count or percentage.</li><li>• Numerator: Enter the numerator value for the reporting period (i.e., number of individuals in target population that report doing a behavior). If you only have a count of those reporting behavior change, this will be entered into the numerator field.</li><li>• Denominator: Enter denominator value for the reporting period (i.e., number of individuals in the target population). If you only have a count of those reporting behavior change, this field will be left blank.</li><li>• Outcome: The outcome will be auto-calculated.</li><li>• Measure Discontinued: If a previously established measure is being discontinued, select the box and provide an explanation for discontinuation in the comments field. This section is only applicable for measures established during a previous report.</li></ul>

**Comments:** Enter any comments, if applicable.

**Definitions:**

**Behavior Change:** Intermediate changes in behavior/practice that result from an action/intervention, taking some time to be observed after an action/intervention.

<b>A. Behavior Change</b>	
<p>1. Target Population (<i>select all that apply</i>)</p> <p><i>This captures whose behavior you are trying to change</i></p>	<ul style="list-style-type: none"> <li>• Children, Adolescents, and Young Adults (age 1-25)</li> <li>• Children, Adolescents, and Young Adults with Special Health Care Needs</li> <li>• Pregnant/Postpartum Persons (all ages)</li> <li>• Non-Pregnant Women (age 26+)</li> <li>• Men (age 26+)</li> <li>• Family Members</li> <li>• Providers (clinical care and care support such as doctors, allied health professionals, care coordinators)</li> <li>• Public Health Professionals</li> <li>• Students/Trainees</li> <li>• Other Organizational Members (such as faculty and staff of organizations)</li> </ul>
<p>2. Primary Behavior Change Subject Area (<i>select all that apply</i>)</p>	<ul style="list-style-type: none"> <li>• Clinical Care Related (including medical home)</li> <li>• Equity, Diversity, or Cultural Responsiveness Related</li> <li>• Data, Research, Evaluation Methods</li> <li>• Family Involvement</li> <li>• Interdisciplinary Teaming</li> <li>• Health Care Workforce Leadership</li> <li>• Policy</li> <li>• Systems Development/Improvement (including capacity building, planning, and financing)</li> <li>• Emerging Issues</li> <li>• Comprehensive Curricula (ONLY applicable to Division of Maternal and Child Health Workforce Development Training programs)</li> <li>• None of the above</li> </ul>
<p>3. Behavior Change Topic Area (<i>select all that apply</i>)</p>	<ul style="list-style-type: none"> <li>• Early Childhood             <ul style="list-style-type: none"> <li>• Newborn Screening</li> <li>• Safe Sleep</li> <li>• Developmental Health (including developmental screening)</li> </ul> </li> <li>• Adolescent Health</li> <li>• Maternal Health             <ul style="list-style-type: none"> <li>• Maternal Mortality</li> <li>• Perinatal/Postpartum Care</li> <li>• Breastfeeding</li> <li>• Maternal Depression</li> </ul> </li> <li>• Children, Adolescents, and Young Adults with Special Health Care Needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Developmental Disabilities</li> <li>• Mental/Behavioral Health           <ul style="list-style-type: none"> <li>• Autism</li> <li>• Substance Use Disorder(s)</li> </ul> </li> <li>• Clinical Care</li> <li>• Sickle Cell Disease</li> <li>• Heritable Disorders (excluding sickle cell)</li> <li>• Epilepsy</li> <li>• Fetal Alcohol Syndrome</li> <li>• Oral Health</li> <li>• Medical Home</li> <li>• Health Care Transition</li> <li>• Immunizations</li> <li>• Injury Prevention           <ul style="list-style-type: none"> <li>• Poison/Toxin Exposure</li> </ul> </li> <li>• Child Maltreatment</li> <li>• Emergency Services for Children           <ul style="list-style-type: none"> <li>• Emergency Preparedness</li> </ul> </li> <li>• Health Equity</li> <li>• Social Determinants of Health</li> <li>• Telehealth</li> <li>• Preventive Services</li> <li>• Obesity</li> <li>• Health Insurance</li> <li>• Nutrition</li> <li>• Respiratory Health</li> <li>• Life Course Approach</li> <li>• None of the above</li> </ul>
<p>4. Do you have numerator and/or denominator data relating to behavior change available for the reporting period?</p>	<ul style="list-style-type: none"> <li>• Yes <i>[complete Part B]</i></li> <li>• No</li> </ul>
<p><b>Comments:</b> _____</p>	

**B. Measures and Data**

<b>Measure Description:</b> (ex. % of medical providers prescribing hydroxyurea to pediatric sickle cell patients in X location)	<b>Target Population :</b> (Select all that apply for each measure)  <i>[Drop Down List generated from Part A for each row]</i>	<b>Primary Behavior Change Subject Area:</b> (Select all that apply for each measure)  <i>[Drop Down List generated from Part A for each row]</i>	<b>Behavior Change Topic Area:</b> (Select all that apply for each measure)  <i>[Drop Down List generated from Part A for each row]</i>	<b>Data Source:</b> <i>[Drop Down List:]</i> <ul style="list-style-type: none"> <li>• Survey or self-report data</li> <li>• Test</li> <li>• Electronic health record data</li> <li>• Paper-based health record data</li> <li>• Registry data</li> <li>• Claims data</li> <li>• Other (specify): _____]</li> </ul>	<b>Measure Type:</b> <i>[Drop Down List:]</i> <ul style="list-style-type: none"> <li>• Count</li> <li>• Percentage]</li> </ul>	<b>Numerator:</b> [Enter the numerator value for this measure]	<b>Denominator:</b> [Enter the denominator value for this measure, if applicable]	<b>Outcome:</b> #/% [auto-calculated]	<b>Measure Discontinued:</b> (Select if measure is discontinued)
Text	Drop Down	Drop Down	Drop Down	Drop Down	Drop Down	#	#	#(%)	<input type="checkbox"/> Comments:
Text	Drop Down	Drop Down	Drop Down	Drop Down	Drop Down	#	#	#(%)	<input type="checkbox"/> Comments:
Text	Drop Down	Drop Down	Drop Down	Drop Down	Drop Down	#	#	#(%)	<input type="checkbox"/> Comments:

+ Add Row, if needed, for additional measures

## Products and Publications

Products and Publications
<b>Instructions</b>
<p><b>Part A – Number of Products and Publications:</b> Displays, by type, the number of products, publications, and submissions addressing maternal and child health that have been published or produced with grant support (either fully or partially) during the reporting period. Numbers for each type are auto-calculated from completion of Part B.</p> <p><b>Part B – Data Collection Forms:</b> For each product, publication, and submission addressing maternal and child health that has been published or produced with grant support (either fully or partially) during the reporting period, complete the following forms. Complete one entry for each product, publication, and submission. All elements marked with an “*” are required.</p> <ul style="list-style-type: none"> <li>• <b>Published articles in peer-reviewed scholarly journals,</b> <ul style="list-style-type: none"> <li>○ Include peer-reviewed publications addressing maternal and child health that have been published by project faculty and/or staff during the reporting period, and directly supported by MCHB program funds. Faculty and staff include those listed in the budget form and narrative and others that your program considers to have a central and ongoing role in the project whether or not they are supported by the grant.</li> <li>○ Reporting of “Page(s)” for “Published articles in peer-reviewed scholarly journals” is only optional for online-only articles that do not have page numbers.</li> </ul> </li> </ul>

### A. Number of Products and Publications

Type	Number
Published articles in peer-reviewed scholarly journals	
Submissions of manuscripts to peer-reviewed scholarly journals	
Books	
Book chapters	
Reports and monographs (including policy briefs and best practices reports)	
Conference oral presentations and posters	
Web-based products (for example, blogs, podcasts, web-based video clips, wikis, RSS feeds, news aggregators, social networking sites, etc.)	
Press communications (TV/radio interviews, newspaper interviews, public service announcements, and editorial articles)	
Newsletters (electronic or print)	
Pamphlets, brochures, or fact sheets	
Academic course development	

Distance learning modules	
Doctoral dissertations/Master's theses	
Tools or toolkits	
Other	

**B. Data Collection Forms**

**Data collection form for: Published articles in peer-reviewed scholarly journals**

\*Article DOI: \_\_\_\_\_  
\*Article Title: \_\_\_\_\_  
\*Author(s): \_\_\_\_\_  
\*Journal Title: \_\_\_\_\_  
\*Volume: \_\_\_\_\_ \*Number: \_\_\_\_\_ \*Year: \_\_\_\_\_ Page(s): \_\_\_\_\_  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL): \_\_\_\_\_  
\*Dissemination vehicles outside of the journal: TV/Radio Interview \_\_\_ Newspaper/Print Interview \_\_\_ Press Release \_\_\_  
Social Networking Sites/Social Media \_\_\_ Listservs \_\_\_ Conference Presentation \_\_\_  
Key Words (No more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Publications under review in peer-reviewed scholarly journals – SUBMITTED, NOT YET PUBLISHED**

\*Article Title: \_\_\_\_\_  
\*Author(s): \_\_\_\_\_  
\*Journal Title: \_\_\_\_\_  
\*Year Submitted: \_\_\_\_\_  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
Key Words (No more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Books**

\*Title: \_\_\_\_\_  
\*Author(s): \_\_\_\_\_  
\*Publisher: \_\_\_\_\_  
\*Year Published: \_\_\_\_\_  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
Key Words (No more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Book chapters**

*Note: If multiple chapters are developed for the same book, list them separately.*

\*Chapter Title: \_\_\_\_\_  
\*Chapter Author(s): \_\_\_\_\_  
\*Book Title: \_\_\_\_\_  
\*Book Author(s)/Editor(s): \_\_\_\_\_  
\*Publisher: \_\_\_\_\_

\*Year Published: \_\_\_\_\_  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Reports and monographs**

\*Title: \_\_\_\_\_  
\*Author(s)/Organization(s): \_\_\_\_\_  
\*Year Published: \_\_\_\_\_  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL or email): \_\_\_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Conference oral presentations and posters**

*Note: This section is not required for MCHB Training grantees.*

\*Presentation/Poster Title: \_\_\_\_\_  
\*Author(s)/Organization(s): \_\_\_\_\_  
\*Meeting/Conference Name: \_\_\_\_\_  
\*Year Presented: \_\_\_\_\_  
\*Presentation Type:  Oral Presentation  Poster  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL or email): \_\_\_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Web-based products**

\*Product Title: \_\_\_\_\_  
\*Year: \_\_\_\_\_  
\*Type:  Blogs  Podcasts  Web-based video clips  
 Wikis  RSS feeds  News aggregators  
 Social networking sites  Other (specify): \_\_\_\_\_  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL): \_\_\_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Press communications**

\*Product Title: \_\_\_\_\_  
\*Author(s)/Organization(s): \_\_\_\_\_  
\*Year: \_\_\_\_\_  
\*Type:  TV interview  Radio interview  Newspaper interview  
 Public service announcement  Editorial article  Other (specify): \_\_\_\_\_  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL or email): \_\_\_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Newsletters**

\*Title: \_\_\_\_\_  
\*Author(s)/Organization(s): \_\_\_\_\_  
\*Year: \_\_\_\_\_  
\*Type:  Electronic  Print  Both  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL or email): \_\_\_\_\_  
\*Frequency of distribution:  Weekly  Monthly  Quarterly  Annually  Other (specify): \_\_\_\_\_  
Number of subscribers: \_\_\_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Pamphlets, brochures, or fact sheets**

\*Title: \_\_\_\_\_  
\*Author(s)/Organization(s): \_\_\_\_\_  
\*Year: \_\_\_\_\_  
\*Type:  Pamphlet  Brochure  Fact Sheet  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL or email): \_\_\_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Academic course development**

\*Title: \_\_\_\_\_  
\*Author(s)/Organization(s): \_\_\_\_\_  
\*Year: \_\_\_\_\_  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL or email): \_\_\_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Distance learning modules**

\*Title: \_\_\_\_\_  
\*Author(s)/Organization(s): \_\_\_\_\_  
\*Year: \_\_\_\_\_  
\*Media Type:  Blogs  Podcasts  Web-based video clips  
 Wikis  RSS feeds  News aggregators  
 Social media sites  CD-ROMs  DVDs  
 Audio tapes  Videotapes  Other (specify): \_\_\_\_\_  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL or email): \_\_\_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_



**Data collection form for: Doctoral dissertations/Master's theses**

\*Title: \_\_\_\_\_  
\*Author: \_\_\_\_\_  
\*Year Completed: \_\_\_\_\_  
\*Type:  Doctoral dissertation  Master's thesis  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL or email): \_\_\_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Tools or toolkits**

\*Title: \_\_\_\_\_  
\*Author(s)/Organization(s): \_\_\_\_\_  
\*Year: \_\_\_\_\_  
\*Describe tool or toolkit: \_\_\_\_\_  
\_\_\_\_\_  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL or email): \_\_\_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

**Data collection form for: Other**

*Note: Up to 3 may be entered.*

\*Title: \_\_\_\_\_  
\*Author(s)/Organization(s): \_\_\_\_\_  
\*Year: \_\_\_\_\_  
\*Describe product, publication, or submission: \_\_\_\_\_  
\_\_\_\_\_  
\*Target Audience: Consumers/Families \_\_\_ Professionals \_\_\_ Policymakers \_\_\_ Students \_\_\_  
\*To obtain copies (URL or email): \_\_\_\_\_  
Key Words (no more than 5): \_\_\_\_\_  
Notes: \_\_\_\_\_

## Form 10

<b>Form 10</b> <b>Tracking Program-Specific (Training, EMSC, HS, and F2F) and Project-Developed Measures</b>									
Instructions									
<p><b>General Instructions:</b>            This is a generic data collection form to be used by awardees to report annual objectives and data values for predefined DGIS program-specific performance measures (i.e., Training, EMSC, Healthy Start, and Family-to-Family forms) and/or project-developed performance measures (i.e., measures created using the detail sheet in Part 10.B.1). This data collection form serves two purposes: 1) collects and displays planned, future year (up to 5 years) Annual Performance Objective targets for each program-specific measure and project-developed measure, as applicable; and 2) collects and displays the Annual Performance Indicator values actually achieved during the reporting period for each program-specific measure and project-developed measure, as applicable.</p> <p><b>Part 10.A: Program-Specific Performance Measures:</b> Part 10.A is applicable only to awardees with predefined DGIS program-specific performance measures (i.e., Training, EMSC, Healthy Start, or Family-to-Family forms). Data collection for these measures is built into the respective program-specific forms in the DGIS system and does not appear as a separate form to complete.</p> <p><b>Part 10.B: Project-Developed Performance Measures:</b> Part 10.B is only applicable to awardees developing their own performance measures to report. This form is used to create detail sheets for project measures that the awardee chooses to add. The purpose of the detail sheet is to describe the project measures by completing each section as appropriate. Data for the measures created using Part 10.B.1 are captured using Part 10.B.2. Note that the performance measure title, numerator, and denominator fields will be displayed in DGIS in Part 10.B.2 exactly as they are defined in Part 10.B.1. For project-developed performance measures, awardees must first complete the Part 10.B.1 detail sheet. Once a measure is created using Part 10.B.1, the awardee will then be able to complete data cells in Part 10.B.2.</p> <p><b><u>10.A: PROGRAM-SPECIFIC PERFORMANCE MEASURES</u></b>  <b>Instructions for Predefined Program-Specific Performance Measures</b>            For each applicable program-specific measure:</p> <ol style="list-style-type: none"> <li>1) First DGIS report:               <ol style="list-style-type: none"> <li>a. Awardees will establish Annual Performance Objective targets for all future reporting periods. DGIS will auto-populate established Annual Performance Objective targets in subsequent DGIS reports.</li> </ol> </li> <li>2) All subsequent DGIS reports:               <ol style="list-style-type: none"> <li>a. DGIS will display previously established Annual Performance Objective targets.</li> <li>b. Awardees will enter values for numerators and denominators, if applicable. Annual Performance Indicators will auto-calculate based on values from numerators and denominators.</li> <li>c. Awardees will complete all other necessary fields.</li> </ol> </li> <li>3) If neither actual data nor an estimate can be provided, the Annual Performance Objective and Annual Performance Indicator lines are to be left blank.</li> </ol> <p>Awardees will complete the following data fields:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e1ecf4;"> <th style="width: 30%; padding: 5px;">Field Name</th> <th style="padding: 5px;">Instructions</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>Measure Name</b></td> <td style="padding: 5px;">The measure name is auto-populated from the assigned program-specific measure (for example, Training 14, etc.).</td> </tr> <tr> <td style="padding: 5px;"><b>Reporting Period</b></td> <td style="padding: 5px;">The reporting period is auto-populated.</td> </tr> <tr> <td style="padding: 5px;"><b>Annual Performance Objective</b></td> <td style="padding: 5px;">Enter a value for the target the project plans to meet for each of the reporting periods. The values may be expressed as a number, a rate, a percentage, or yes/no. Note: Objectives only need to be entered in the first</td> </tr> </tbody> </table>		Field Name	Instructions	<b>Measure Name</b>	The measure name is auto-populated from the assigned program-specific measure (for example, Training 14, etc.).	<b>Reporting Period</b>	The reporting period is auto-populated.	<b>Annual Performance Objective</b>	Enter a value for the target the project plans to meet for each of the reporting periods. The values may be expressed as a number, a rate, a percentage, or yes/no. Note: Objectives only need to be entered in the first
Field Name	Instructions								
<b>Measure Name</b>	The measure name is auto-populated from the assigned program-specific measure (for example, Training 14, etc.).								
<b>Reporting Period</b>	The reporting period is auto-populated.								
<b>Annual Performance Objective</b>	Enter a value for the target the project plans to meet for each of the reporting periods. The values may be expressed as a number, a rate, a percentage, or yes/no. Note: Objectives only need to be entered in the first								

	DGIS report and will auto-populate for subsequent reports.
<b>Annual Performance Indicator</b>	This value is auto-calculated based on the numerator and denominator (if applicable) entered.
<b>Numerator</b>	Enter the numerator values for the reporting period. If you only have a count for the measure, enter it into the numerator field. If an actual number is not available, provide your best estimate. Enter only numerator data for scale measures. If there are no numerator data, leave this line blank.
<b>Denominator</b>	Enter the denominator values for the reporting period. If you only have a count for the measure, this will be entered in the numerator field and the denominator field should remain blank. If an actual number is not available, provide your best estimate. Do not enter denominator data for scale measures. If there are no denominator data, leave this line blank.
<b>Is the data provided an estimate?</b>	If the numerator and/or denominator provided are an estimate, select Yes. If the numerator and denominator provided are not an estimate, select No.
<b>Comment Box</b>	Explain all estimates in the comment box provided. If the data provided was not an estimate, you may leave this field blank. If neither actual data nor an estimate can be provided, you must provide a note in the comment box describing a plan and timeframe for providing the required data. You may also use the comment box to provide any additional information.

**10.B: PROJECT-DEVELOPED PERFORMANCE MEASURES**

**Instructions for Project-Developed Performance Measures**

**10.b.1: Measure development**

This form is used to create detail sheets for project measures that the awardee chooses to add. The purpose of the detail sheet is to describe the project measures by completing each section as appropriate. Data for the measures created using Part 10.B.1 are captured using Part 10.B.2. Note that the performance measure title, numerator, and denominator fields will be displayed in DGIS in Part 10.B.2. exactly as they are defined in Part 10.B.1.

Awardees will complete the following data fields:

<b>Measure Number</b>	DGIS auto-populates the measure number.
<b>Performance Measure Title</b>	Enter a brief, narrative description of the performance measure (for example, number of families that received education on topic, etc.). The measure statement <u>should not</u> indicate a desired direction (such as an increase or decrease).
<b>Level</b>	Select the most appropriate classification for the measure being described. This indicates at which level the measure captures data and where you expect to see change.
<b>Goal</b>	Enter a short statement indicating what the project hopes to accomplish by tracking this measure.
<b>Definition</b>	Describe how the value of the measure is determined from the data. If the value of the measure is yes/no or some other narrative indicator such as Stage 1/Stage 2/Stage 3, a clear description of what those values mean and how they are determined should be provided.  Enter the following for performance measures to be reported: <b>Numerator:</b> If the measure is a percentage, rate, or ratio, provide a clear description of the numerator. In DGIS, this field is used for count, scale, and yes/no measures that do not have a denominator. <b>Denominator:</b> If the measure is a percentage, rate, or ratio, provide a clear description of the denominator. In DGIS, this field is not required for count,

	<p>scale, or yes/no measures.</p> <p><b>Type of Measure</b>  <b>Unit Type:</b> Indicate type of measure (for example, percentage, rate, ratio, scale, count, etc.). If the measure is a narrative, indicate yes/no or some other narrative indicator in this field.</p> <p><b>Unit Number:</b> Indicate the units in which the measure is expressed (for example, %, per 1000, etc.). If the measure is a scale, indicate the maximum scale value for the measure. If the measure is a count, indicate 999,999. If the measure is a narrative, leave this field blank.</p>
<b>Grantee Data Sources and Issues</b>	Enter the source(s) of the data used in determining the value of the measure and any issues concerning the methods of data collection or limitations of the data used.
<b>Significance</b>	Briefly describe why this measure is significant, especially as it relates to the Goal.

**10.b.2: Measure reporting**

Part 10.B.2 is only applicable to awardees developing their own performance measures, who have completed Part 10.B.1.

For each applicable project-developed measure:

- 1) First DGIS report:
  - a. Awardees will establish Annual Performance Objective targets for all future reporting periods. DGIS will auto-populate established Annual Performance Objective targets in subsequent DGIS reports.
- 2) All subsequent DGIS reports:
  - a. DGIS will display previously established Annual Performance Objective targets.
  - b. Awardees will enter values for numerators and denominators, if applicable. Annual Performance Indicators will auto-calculate based on values from numerators and denominators.
  - c. Awardees will complete all other necessary fields.
- 3) If neither actual data nor an estimate can be provided, the Annual Performance Objective and Annual Performance Indicator lines are to be left blank.

Awardees will complete the following data fields:

Field Name	Instructions
<b>Measure Number</b>	The measure number will auto-populate from the Part 10.B.1 detail sheet.
<b>Performance Measure Title</b>	The measure name will auto-populate from the Part 10.B.1 detail sheet.
<b>Reporting Period</b>	The reporting period is auto-populated.
<b>Annual Performance Objective</b>	Enter a value for the target the project plans to meet for each of the reporting periods. The values may be expressed as a number, a rate, a percentage, or yes/no. Note: Objectives only need to be entered in the first DGIS report and will auto-populate for subsequent reports.
<b>Annual Performance Indicator</b>	This value is auto-calculated based on the numerator and denominator (if applicable) entered.
<b>Numerator</b>	Enter the numerator values for the reporting period. If you only have a count for the measure, enter it into the numerator data entry field. If an actual number is not available, provide your best estimate. Enter only numerator data for scale measures. If there are no numerator data, leave this line blank.
<b>Denominator</b>	Enter the denominator values for the reporting period. If you only have a count for the measure, this will be entered into the numerator data entry field and the denominator field should remain blank. If an actual number

	is not available, provide your best estimate. Do not enter denominator data for scale measures. If there are no denominator data, leave this line blank.
<b>Data Source</b>	Enter the source(s) of the data used in determining the value of the measure and the time period the data source reflects.
<b>Is the data provided an estimate?</b>	If the numerator and/or denominator data provided are an estimate, select Yes. If the numerator and denominator data provided are not an estimate, select No.
<b>Comment Box</b>	Please explain all estimates in the comment box provided. If the data provided was not an estimate, you may leave this field blank. If neither actual data nor an estimate can be provided, you must provide a note in the comment box describing a plan and timeframe for providing the required data. You may also use the comment box to provide any additional information.

**Definitions:**

**Performance Measure:** A measure defined in a DGIS detail sheet.

**Annual Performance Objective:** Annual target that is set for a performance measure.

**Annual Performance Indicator:** Actual value of a performance measure achieved during the reporting period.

**10.A. Program-Specific Measures – Annual Objective and Performance Data**

MEASURE NAME	Reporting Period	Reporting Period	Reporting Period	Reporting Period	Reporting Period
	—	—	—	—	—
<b>Annual Performance Objective</b>	_____	_____	_____	_____	_____
<b>Annual Performance Indicator</b>	_____	_____	_____	_____	_____
Numerator	_____	_____	_____	_____	_____
Denominator	_____	_____	_____	_____	_____

Is the data provided an estimate?  Yes  No

**Comment box**

**10.B.1 Project-Developed Measures – Detail Sheet**

<b>Measure Number</b>	
<b>Performance Measure Title</b>	
<b>Level</b>	<input type="checkbox"/> National <input type="checkbox"/> State <input type="checkbox"/> Local Organizational/institutional Other (specify): _____
<b>Goal</b>	
<b>Definition</b>	<b>Numerator:</b>
	<b>Denominator:</b>
	<b>Type of Measure</b>
	<b>Unit Type:</b>
	<b>Unit Number:</b>
<b>Grantee Data Sources and Issues</b>	
<b>Significance</b>	

**10.B.2. Project-Developed Measures – Annual Objective and Performance Data**

MEASURE NUMBER ____ (Performance Measure Title)	Reporting Period	Reporting Period	Reporting Period	Reporting Period	Reporting Period
<b>Annual Performance Objective</b>	_____	_____	_____	_____	_____
<b>Annual Performance Indicator</b>	_____	_____	_____	_____	_____
Numerator	_____	_____	_____	_____	_____
Denominator	_____	_____	_____	_____	_____

**Data Source:** \_\_\_\_\_

Is the data provided an estimate?  Yes  No

**Comment box**