

Health Resources and Services Administration
Maternal and Child Health Bureau

Discretionary Grant Information System

OMB No. 0915-0298 - Revision
Expires: 8/31/2025

Attachment D:
Additional Data Elements

OMB Clearance Package

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Faculty and Staff Information

MCH TRAINING PROGRAM DATA FORMS

Faculty and Staff Information
Instructions
Provide the following information about all personnel (faculty, staff, and others) contributing to your Division of MCH Workforce Development grant project, including those listed in the budget form and budget narrative and others that your program considers to have a central and ongoing role in the leadership training program whether they are supported or not supported by the grant. Do not list trainees. A ‘central’ role refers to those that regularly participate in ongoing training activities such as acting as preceptors, teaching core courses, and participating in other core leadership training activities that would be documented in the progress reports.
Definitions:
Ethnicity
• Hispanic or Latino is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. People who identify as Hispanic, Latino, or Spanish may be any race.
Race
• American Indian or Alaska Native: The category “American Indian or Alaska Native” includes all individuals who identify with any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. It includes people who identify as “American Indian” or “Alaska Native” and includes groups such as Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community. • Asian: The category “Asian” includes all individuals who identify with one or more nationalities or ethnic groups originating in the Far East, Southeast Asia, or the Indian subcontinent. Examples of these groups include, but are not limited to, Chinese, Filipino, Asian Indian, Vietnamese, Korean, and Japanese. The category also includes groups such as Pakistani, Cambodian, Hmong, Thai, Bengali, Mien, etc. • Black or African American: The category “Black or African American” includes all individuals who identify with one or more nationalities or ethnic groups originating in any of the black racial groups of Africa. Examples of these groups include, but are not limited to, African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali. The category also includes groups such as Ghanaian, South African, Barbadian, Kenyan, Liberian, and Bahamian. • Native Hawaiian and Pacific Islander: The category “Native Hawaiian or Other Pacific Islander” includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands. Examples of these groups include, but are not limited to, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese. The category also includes groups such as Palauan, Tahitian, Chuukese, Pohnpeian, Saipanese, Yapese, etc. • White: The category “White” includes all individuals who identify with one or more nationalities or ethnic groups originating in Europe, the Middle East, or North Africa. Examples of these groups include, but are not limited to, German, Irish, English, Italian, Lebanese, Egyptian, Polish, French, Iranian, Slavic, Cajun, and Chaldean. • More than One Race: This category includes individuals who identify with more than one race.
Gender

- **Cisgender Man:** Describes a person who was assigned male at birth and whose gender identity is a man/male.
- **Cisgender Woman:** Describes a person who was assigned female at birth and whose gender identity is a woman/female.
- **Transgender Man:** Describes a person who is transgender and whose gender identity is man/male.
- **Transgender Woman:** Describes a person who is transgender and whose gender identity is woman/female.
- **A different term (specify):** A gender identity that does not fit into the above categories, such as nonbinary (a person whose gender identity falls outside of the gender binary structure of woman/female and man/male), agender (a person who identifies as having no gender, or who does not experience gender as a primary identity component), or another identity.

Year Work Began with MCH Leadership Training Program: Please specify the year the individual began work with the MCH Training Program, not the year they were hired by the organization, if different. For example, if a faculty member began mentoring trainees in 2005 and was then hired in 2007, list 2005 as the year work began.

Personnel (Do not list trainees)						
Name	Ethnicity (Hispanic or Latino, Not Hispanic or Latino, Unrecorded)	Race (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, More than One Race, Unrecorded)	Gender (Cisgender Man, Cisgender Women, Transgender Man, Transgender Woman, A different term (specify), Choose not to disclose/Unrecorded)	Discipline	Year Work Began with MCH Leadership Training Program	Former MCHB Trainee? (Yes/No)
Faculty						
Staff						
Other						

Comments:

Short-Term Trainees

Short-Term Trainees

Short-Term Trainees
Instructions Provide the following information for short-term trainees in your training program.
Definitions: Short-term trainees are trainees with less than 40 contact hours in the reporting period. Continuing Education participants are not counted in this category.

Total number of short term trainees during the past 12-month grant period_____
Indicate disciplines (check all that apply)
☐ Applied Behavior Analysis
☐ Audiology
☐ Community Health Worker
☐ Community Member/Person with Lived Experience
☐ Dentistry-Pediatric
☐ Dentistry – Other
☐ Dietetics
☐ Disability Studies
☐ Doula
☐ Education/Special Education
☐ Family Member
☐ Genetics/Genetic Counseling
☐ Health Administration
☐ Law
☐ Medicine-General
☐ Medicine-Adolescent Medicine
☐ Medicine-Adult Providers
☐ Medicine-Developmental-Behavioral Pediatrics
☐ Medicine-Neurodevelopmental Disabilities
☐ Medicine-Pediatrics
☐ Medicine-Pediatric Pulmonology
☐ Medicine- Sleep
☐ Medicine – Other
☐ Nursing-General
☐ Nursing-Family/Pediatric Nurse Practitioner
☐ Nursing-Midwife
☐ Nursing – Other
☐ Nutrition
☐ Occupational Therapy
☐ Pharmacy
☐ Physician Assistant

☐	Physical Therapy
☐	Psychiatry
☐	Psychology
☐	Public Health
☐	Respiratory Therapy
☐	School Psychology/School Counseling
☐	Self-Advocate/Person with a Disability or Special Health Care Need
☐	Social Work
☐	Speech-Language Pathology
☐	Other (Specify)

Comments:

Medium-Term Trainees

Medium-Term Trainees

Medium-Term Trainees	
Instructions	
Provide the following information for medium-term trainees in your training program. Medium-term trainees are trainees with 40 – 299 contact hours in the reporting period and include the following sub-categories:	
1. Medium-Term Trainee I: 40 – 149 contact hours during the reporting period 2. Medium-Term Trainee II: 150 – 299 contact hours during the reporting period 3. TOTAL number of medium-term trainees: 40 – 299 contact hours during the reporting period	
Definitions:	
Ethnicity	
• Hispanic or Latino is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. People who identify as Hispanic, Latino, or Spanish may be any race.	
Race	
• American Indian or Alaska Native: The category “American Indian or Alaska Native” includes all individuals who identify with any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. It includes people who identify as “American Indian” or “Alaska Native” and includes groups such as Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community. • Asian: The category “Asian” includes all individuals who identify with one or more nationalities or ethnic groups originating in the Far East, Southeast Asia, or the Indian subcontinent. Examples of these groups include, but are not limited to, Chinese, Filipino, Asian Indian, Vietnamese, Korean, and Japanese. The category also includes groups such as Pakistani, Cambodian, Hmong, Thai, Bengali, Mien, etc. • Black or African American: The category “Black or African American” includes all individuals who identify with one or more nationalities or ethnic groups originating in any of the black racial groups of Africa. Examples of these groups include, but are not limited to, African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali. The category also includes groups such as Ghanaian, South African, Barbadian, Kenyan, Liberian, and Bahamian. • Native Hawaiian and Pacific Islander: The category “Native Hawaiian or Other Pacific Islander” includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands. Examples of these groups include, but are not limited to, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese. The category also includes groups such as Palauan, Tahitian, Chuukese, Pohnpeian, Saipanese, Yapese, etc. • White: The category “White” includes all individuals who identify with one or more nationalities or ethnic groups originating in Europe, the Middle East, or North Africa. Examples of these groups include, but are not limited to, German, Irish, English, Italian, Lebanese, Egyptian, Polish, French, Iranian, Slavic, Cajun, and Chaldean. • More than One Race: This category includes individuals who identify with more than one race.	
Gender	
• Cisgender Man: Describes a person who was assigned male at birth and whose gender identity is a man/male. • Cisgender Woman: Describes a person who was assigned female at birth and whose gender identity is a woman/female. • Transgender Man: Describes a person who is transgender and whose gender identity is man/male. • Transgender Woman: Describes a person who is transgender and whose gender identity is woman/female. • A different term (specify): A gender identity that does not fit into the above categories, such as nonbinary (a person whose gender identity falls outside of the gender binary structure of woman/female)	

and man/male), agender (a person who identifies as having no gender, or who does not experience gender as a primary identity component), or another identity.

Medium-term Trainees with 40-149 contact hours during the reporting period

Total Number _____

Disciplines (check all that apply):

- ☐ Applied Behavior Analysis
- ☐ Audiology
- ☐ Community Health Worker
- ☐ Community Member/Person with Lived Experience
- ☐ Dentistry-Pediatric
- ☐ Dentistry – Other
- ☐ Dietetics
- ☐ Disability Studies
- ☐ Doula
- ☐ Education/Special Education
- ☐ Family Member
- ☐ Genetics/Genetic Counseling
- ☐ Health Administration
- ☐ Law
- ☐ Medicine-General
- ☐ Medicine-Adolescent Medicine
- ☐ Medicine-Adult Providers
- ☐ Medicine-Developmental-Behavioral Pediatrics
- ☐ Medicine-Neurodevelopmental Disabilities
- ☐ Medicine-Pediatrics
- ☐ Medicine-Pediatric Pulmonology
- ☐ Medicine-Sleep
- ☐ Medicine – Other
- ☐ Nursing-General
- ☐ Nursing-Family/Pediatric Nurse Practitioner
- ☐ Nursing-Midwife
- ☐ Nursing – Other
- ☐ Nutrition
- ☐ Occupational Therapy
- ☐ Pharmacy
- ☐ Physician Assistant
- ☐ Physical Therapy
- ☐ Psychiatry
- ☐ Psychology
- ☐ Public Health
- ☐ Respiratory Therapy
- ☐ School Psychology/School Counseling
- ☐ Self-Advocate/Person with a Disability or Special Health Care Need
- ☐ Social Work
- ☐ Speech-Language Pathology

☐	Other (Specify)
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Medium-Term Trainees with 150-299 contact hours

The totals for gender, ethnicity, race and discipline must equal the total number of medium-term trainees with 150-299 contact hours

Total Number of Medium-Term Trainees with 150-299 hours during the reporting period:	_____
Gender:	Cisgender Man: _____ Cisgender Woman: _____ Transgender Man: _____ Transgender Woman: _____ A different term(s) (specify): _____ Choose not to disclose/Unrecorded: _____
Ethnicity:	Hispanic or Latino: _____ Not Hispanic or Latino: _____ Choose not to disclose/Unrecorded: _____
Race:	American Indian or Alaska Native: _____ Asian: _____ Black or African American: _____ Native Hawaiian or Other Pacific Islander: _____ White: _____ More than One Race: _____ Choose not to disclose/Unrecorded: _____

Discipline (MTTs with 150-299 contact hours during the reporting period)

DISCIPLINE	NUMBER
Applied Behavior Analysis	
Audiology	
Community Health Worker	
Community Member/Person with Lived Experience	
Dentistry-Pediatric	
Dentistry – Other	
Dietetics	
Disability Studies	
Doula	
Education/Special Education	
Family Member	
Genetics/Genetic Counseling	
Health Administration	
Law	
Medicine-General	
Medicine-Adolescent Medicine	
Medicine-Adult Providers	
Medicine-Developmental-Behavioral Pediatrics	
Medicine-Neurodevelopmental Disabilities	
Medicine-Pediatrics	
Medicine-Pediatric Pulmonology	
Medicine-Sleep	
Medicine – Other	
Nursing-General	

Nursing-Family/Pediatric Nurse Practitioner	
Nursing-Midwife	
Nursing – Other	
Nutrition	
Occupational Therapy	
Pharmacy	
Physician Assistant	
Physical Therapy	
Psychiatry	
Psychology	
Public Health	
Respiratory Therapy	
School Psychology/School Counseling	
Self-Advocate/Person with a Disability or Special Health Care Need	
Social Work	
Speech-Language Pathology	
Other (Specify)	
TOTAL NUMBER	

TOTAL Number of Medium-term Trainees (40-299 hours): _____

Comments:

Long-Term Trainees

Long-Term Trainee Form

Long-Term Trainee Form	
Instructions	
Provide the following information for each long-term trainee (LTT) in your training program. Long-term trainees are those with greater than or equal to 300 contact hours within the training program in the reporting period who benefit from the training grant, including those who received MCH funds and those who did not. <u>MCH Public Health Catalyst Programs (T1C) Instructions:</u> MCH Public Health Catalyst programs utilize a combination of MCH coursework, practicum, and student interest group participation to define long-term trainee participation and may or may not meet the 300 contact hour threshold for LTT. On this form, Catalyst Programs should report information about Catalyst Program LTTs based on the definition established by each program. The same definition should be used consistently over time and the requirements and definition of LTTs should be included in the Comments section.	
Definitions:	
Ethnicity	
	• Hispanic or Latino is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. People who identify as Hispanic, Latino, or Spanish may be any race.
Race	
	• American Indian or Alaska Native: The category “American Indian or Alaska Native” includes all individuals who identify with any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. It includes people who identify as “American Indian” or “Alaska Native” and includes groups such as Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community. • Asian: The category “Asian” includes all individuals who identify with one or more nationalities or ethnic groups originating in the Far East, Southeast Asia, or the Indian subcontinent. Examples of these groups include, but are not limited to, Chinese, Filipino, Asian Indian, Vietnamese, Korean, and Japanese. The category also includes groups such as Pakistani, Cambodian, Hmong, Thai, Bengali, Mien, etc. • Black or African American: The category “Black or African American” includes all individuals who identify with one or more nationalities or ethnic groups originating in any of the black racial groups of Africa. Examples of these groups include, but are not limited to, African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali. The category also includes groups such as Ghanaian, South African, Barbadian, Kenyan, Liberian, and Bahamian. • Native Hawaiian and Pacific Islander: The category “Native Hawaiian or Other Pacific Islander” includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands. Examples of these groups include, but are not limited to, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese. The category also includes groups such as Palauan, Tahitian, Chuukese, Pohnpeian, Saipanese, Yapese, etc. • White: The category “White” includes all individuals who identify with one or more nationalities or ethnic groups originating in Europe, the Middle East, or North Africa. Examples of these groups include, but are not limited to, German, Irish, English, Italian, Lebanese, Egyptian, Polish, French, Iranian, Slavic, Cajun, and Chaldean. • More than One Race: This category includes individuals who identify with more than one race.
Gender	
	• Cisgender Man: Describes a person who was assigned male at birth and whose gender identity is a man/male. • Cisgender Woman: Describes a person who was assigned female at birth and whose gender identity is a

woman/female.

- **Transgender Man:** Describes a person who is transgender and whose gender identity is man/male.
- **Transgender Woman:** Describes a person who is transgender and whose gender identity is woman/female.
- **A different term (specify):** A gender identity that does not fit into the above categories, such as nonbinary (a person whose gender identity falls outside of the gender binary structure of woman/female and man/male), agender (a person who identifies as having no gender, or who does not experience gender as a primary identity component), or another identity.

First-generation college students are students who are enrolled in postsecondary education and whose parents do not have any postsecondary education experience.

Trainees who are not enrolled in a formal degree program may include non-degree seeking students and post-graduate trainees who are completing a fellowship.

Data Element	Response Options
Name:	_____
Email address:	_____
Gender:	☐ Cisgender Man ☐ Cisgender Woman ☐ Transgender Man ☐ Transgender Woman ☐ A different term (specify) _____ ☐ Choose not to disclose/unrecorded
Ethnicity:	☐ Hispanic or Latino ☐ Not Hispanic or Latino ☐ Choose not to disclose/unrecorded
Race:	☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American ☐ Native Hawaiian and Other Pacific Islander ☐ White ☐ More than One Race ☐ Choose not to disclose/unrecorded
First-generation college student?	☐ Yes ☐ No ☐ Choose not to disclose/unrecorded
Zip Code where trainee lives:	_____
Primary discipline of study (during MCH Training Program):	☐ Applied Behavior Analysis ☐ Audiology ☐ Community Health Worker ☐ Community Member/Person with Lived Experience ☐ Dentistry-Pediatric ☐ Dentistry – Other ☐ Dietetics ☐ Disability Studies

	☐ Doula ☐ Education/Special Education ☐ Family Member ☐ Genetics/Genetic Counseling ☐ Health Administration ☐ Law ☐ Medicine-General ☐ Medicine-Adolescent Medicine ☐ Medicine-Adult Providers ☐ Medicine-Developmental-Behavioral Pediatrics ☐ Medicine-Neurodevelopmental Disabilities ☐ Medicine-Pediatrics ☐ Medicine-Pediatric Pulmonology ☐ Medicine-Sleep ☐ Medicine – Other ☐ Nursing-General ☐ Nursing-Family/Pediatric Nurse Practitioner ☐ Nursing-Midwife ☐ Nursing – Other ☐ Nutrition ☐ Occupational Therapy ☐ Pharmacy ☐ Physician Assistant ☐ Physical Therapy ☐ Psychiatry ☐ Psychology ☐ Public Health ☐ Respiratory Therapy ☐ School Psychology/School Counseling ☐ Self-Advocate/Person with a Disability or Special Health Care Need ☐ Social Work ☐ Speech-Language Pathology ☐ Other (Specify)
Level of training currently being completed through MCHB Training Program:	☐ Undergraduate ☐ Masters ☐ Pre-doctoral ☐ Doctoral ☐ Postdoctoral ☐ Non-Degree Seeking
Is the trainee currently enrolled in a degree program:	☐ Part-time ☐ Full-time ☐ Not Enrolled
Did the trainee receive financial support through the MCH	☐ Yes ☐ No

Training grant?	If Yes, amount of financial support received: \$_____ If Yes, type of financial support received: € Stipend € Tuition € Stipend and Tuition € Other (specify)
Postdoctoral Fellows and MCH Epidemiology Doctoral Program Fellows, please specify:	€ Length of time receiving support to date: _____ € Research topic or title: _____

Comments:

Former Long-Term Trainees

FORMER LONG-TERM TRAINEE FORM

Former Long-Term Trainee Form	
Instructions	
Provide the following information for former long-term trainees in your training program. Former trainees are long-term trainees who completed a long-term (greater than or equal to 300 contact hours) MCH Training Program 2 and 5 years ago, including those who received MCH funds and those who did not. Former long-term trainees should be tracked based on when they complete their MCH Training Program. For example, if a trainee completes a one-year training experience in 2020, 2-year follow-up should be collected and reported to MCHB in 2022 and 5-year follow-up should be collected and reported in 2025. SECTION 1: Indicate if the training program has trainees that completed the training program at least 2 and/or 5 years ago. Indicate the number of trainees that completed the program 2 years ago and 5 years ago. SECTION 2: Complete this section for each long-term trainee who completed the MCHB-funded training program 2 or 5 years ago. Definitions: Ethnicity • Hispanic or Latino is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. People who identify as Hispanic, Latino, or Spanish may be any race. Race • American Indian or Alaska Native: The category “American Indian or Alaska Native” includes all individuals who identify with any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. It includes people who identify as “American Indian” or “Alaska Native” and includes groups such as Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community. • Asian: The category “Asian” includes all individuals who identify with one or more nationalities or ethnic groups originating in the Far East, Southeast Asia, or the Indian subcontinent. Examples of these groups include, but are not limited to, Chinese, Filipino, Asian Indian, Vietnamese, Korean, and Japanese. The category also includes groups such as Pakistani, Cambodian, Hmong, Thai, Bengali, Mien, etc. • Black or African American: The category “Black or African American” includes all individuals who identify with one or more nationalities or ethnic groups originating in any of the black racial groups of Africa. Examples of these groups include, but are not limited to, African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali. The category also includes groups such as Ghanaian, South African, Barbadian, Kenyan, Liberian, and Bahamian. • Native Hawaiian and Pacific Islander: The category “Native Hawaiian or Other Pacific Islander” includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands. Examples of these groups include, but are not limited to, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese. The category also includes groups such as Palauan, Tahitian, Chuukese, Pohnpeian, Saipanese, Yapese, etc. • White: The category “White” includes all individuals who identify with one or more nationalities or ethnic groups originating in Europe, the Middle East, or North Africa. Examples of these groups include, but are not limited to, German, Irish, English, Italian, Lebanese, Egyptian, Polish, French, Iranian, Slavic, Cajun, and Chaldean. • More than One Race: This category includes individuals who identify with more than one race. Gender • Cisgender Man: Describes a person who was assigned male at birth and whose gender identity is a	

man/male.

- **Cisgender Woman:** Describes a person who was assigned female at birth and whose gender identity is a woman/female.
- **Transgender Man:** Describes a person who is transgender and whose gender identity is man/male.
- **Transgender Woman:** Describes a person who is transgender and whose gender identity is woman/female.
- **A different term (specify):** A gender identity that does not fit into the above categories, such as nonbinary (a person whose gender identity falls outside of the gender binary structure of woman/female and man/male), agender (a person who identifies as having no gender, or who does not experience gender as a primary identity component), or another identity.

First-generation college students are students who are enrolled in postsecondary education and whose parents do not have any postsecondary education experience.

Leadership activities

- **Academic leadership activities**
 - Disseminated information on MCH Issues (e.g., Peer-reviewed publications, key presentations, training manuals, issue briefs, best practices documents, standards of care)
 - Conducted research or quality improvement on MCH issues
 - Provided consultation or technical assistance in MCH areas
 - Taught/mentored in their discipline or other MCH related field
 - Served as a reviewer (e.g., for a journal, conference abstracts, grant, quality assurance process)
 - Procured grant and other funding in MCH areas
 - Conducted strategic planning or program evaluation
- **Clinical leadership activities**
 - Participated as a group leader, initiator, key contributor or in a position of influence/authority on any of the following: committees of State, national, or local organizations; task forces; community boards; advocacy groups; research societies; professional societies; etc.
 - Served in a clinical leadership position (e.g. director, senior therapist, team leader, etc)
 - Taught/mentored in their discipline or other MCH related field
 - Conducted research or quality improvement on MCH issues
 - Disseminated information on MCH Issues (e.g., Peer-reviewed publications, key presentations, training manuals, issue briefs, best practices documents, standards of care)
 - Served as a reviewer (e.g., for a journal, conference abstracts, grant, quality assurance process)
- **Public health leadership activities**
 - Provided consultation, technical assistance, or training in MCH areas
 - Procured grant or other funding in MCH areas
 - Conducted strategic planning or program evaluation
 - Conducted research or quality improvement on MCH issues
 - Served as a reviewer (e.g., for a journal, conference abstracts, grant, quality assurance process)
 - Collaborated with community partners
- **Public policy leadership activities**
 - Participated in public policy development activities at local, state, or national levels (e.g., participated in community engagement or coalition building efforts, written policy or guidelines, influenced MCH related legislation, provided testimony, educated legislators)
 - Participated on any of the following as a group leader, initiator, or key contributor: committees of State, national, or local organizations; task forces; community boards; research societies; professional societies; etc.
 - Presented or disseminated information on MCH public policy issues to a legislative body, key decision makers, foundations, or the general public (e.g., Peer-reviewed publications, key presentations, training manuals, issue briefs, best practices documents, standards of care, commentaries, and chapters)

Interdisciplinary/Interprofessional: the skills and expertise of team members from different disciplines,

including a variety of professionals, MCH populations, and community partners, are acknowledged and seen as essential and synergistic. Input from each team member is elicited and valued in making collaborative, outcome-driven decisions to address individual, community-level, or systems-level problems.

1. Does your program have any long-term trainees who have completed the Training Program at least 2 and/or 5 years prior to the reporting period?	☐ Yes ☐ No
a. How many trainees completed the Training Program 2 years prior to the reporting period?	Number of trainees: _____
b. How many trainees completed the Training Program 5 years prior to the reporting period?	Number of trainees: _____

Complete the following section for each long-term trainee who completed the MCHB-funded Training Program 2 or 5 years prior to the reporting period.

1. Name	_____
2. Email address	_____
3. When did the trainee complete the MCHB-funded Training Program? (select one)	☐ 2 years prior to the current reporting year ☐ 5 years prior to the current reporting year
4. What was the trainee's primary discipline while participating in your Training Program?	☐ Applied Behavior Analysis ☐ Audiology ☐ Community Health Worker ☐ Dentistry – Pediatric ☐ Dentistry – Other ☐ Dietetics Disability Studies ☐ Doula ☐ Education/Special Education ☐ Family Member ☐ Genetics/Genetic Counseling ☐ Health Administration ☐ Law ☐ Medicine – General ☐ Medicine – Adolescent Medicine ☐ Medicine – Adult Providers ☐ Medicine – Developmental Behavioral Pediatrics ☐ Medicine – Neurodevelopmental Disabilities ☐ Medicine – Pediatrics ☐ Medicine – Pediatric Pulmonology ☐ Medicine - Sleep ☐ Medicine – Other ☐ Nursing – General ☐ Nursing – Family/Pediatric Nurse Practitioner ☐ Nursing – Midwife

	☐ Nursing – Other ☐ Nutrition ☐ Occupational Therapy ☐ Person with Lived Experience ☐ Pharmacy ☐ Physician Assistant ☐ Physical Therapy ☐ Psychiatry ☐ Psychology ☐ Public Health ☐ Respiratory Therapy ☐ Self-Advocate/Person with a disability or special health care need ☐ Social Work ☐ Speech-Language Pathology ☐ Other (specify)
5. Gender (select one)	☐ Cisgender Man ☐ Cisgender Woman ☐ Transgender Man ☐ Transgender Woman ☐ A different term (specify) _____ ☐ Choose not to disclose/unrecorded
6. Ethnicity (select one)	☐ Hispanic or Latino ☐ Not Hispanic or Latino ☐ Choose not to disclose/unrecorded
7. Race (select one)	☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American ☐ Native Hawaiian or Other Pacific Islander ☐ White ☐ More than One Race ☐ Choose not to disclose/unrecorded
8. First-generation college student?	☐ Yes ☐ No ☐ Choose not to disclose/unrecorded
9. Do you have follow-up data to report on the trainee (e.g. former trainee survey)?	☐ Yes ☐ No
10. What is the trainee’s current employment setting? (select one)	☐ Student ☐ Elementary or secondary school or school system ☐ Undergraduate or graduate-level institution ☐ State health department, including Title V ☐ Other government agency (e.g. Federal, state or local) ☐ Clinical health care setting (includes hospitals, health centers and clinics) ☐ Community-based organization or non-profit ☐ Other private sector organization

	☐ Not currently working or retired ☐ Other, please specify: _____
11. Zip code of employment setting selected	
12. Does the trainee's current work support or serve any of the following Maternal and Child Health (MCH) populations? (select all that apply)	☐ Women or people who have given birth ☐ Infants ☐ Children ☐ Adolescents and young adults ☐ Fathers or other caregivers ☐ Children and youth with special health care needs, including children with autism spectrum disorder or other developmental disabilities ☐ None or unknown
13. Does the trainee's current work support or serve populations that have been historically underserved or marginalized? (select all that apply)	☐ Racially/ethnically diverse populations ☐ Indigenous populations ☐ LGBTQ+ populations ☐ Rural populations ☐ Children and youth with special healthcare needs ☐ People with disabilities ☐ People living in poverty ☐ People experiencing homelessness ☐ Military veterans ☐ None or unknown
14. Has the trainee done any of the following leadership activities since completing their training program? (select all that apply)	☐ Academic leadership activities ☐ Clinical leadership activities ☐ Public health leadership activities ☐ Public policy leadership activities ☐ None or unknown
15. Has the trainee participated in or led any of the following interdisciplinary/interprofessional⁵ activities since completing your training program? (select all that apply)	☐ Sought input or information from other professions, disciplines, people with lived experience, or self-advocates to address a need in their work ☐ Provided input or information to other professions or disciplines ☐ Developed a shared vision, roles and responsibilities across disciplines ☐ Utilized shared vision, roles or responsibilities to develop a coordinated, prioritized plan across disciplines to address a need in their work ☐ Established decision-making procedures in an interdisciplinary group ☐ Collaborated with various disciplines across agencies/entities ☐ Advanced policies & programs that promote collaboration with other disciplines or professions

	☐ Engaged in clinical practice working in collaboration across disciplines and with the patient ☐ None or unknown
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Comments:

Proposed Survey Questions

Contact / Background Information

*Name (first, middle, last): _____

Previous Name (if used while enrolled in the training program): _____

*Address: _____

City State Zip

If tribal nation, specify: _____

Phone: _____

Primary Email: _____

Permanent Contact Information (someone at a different address who will know how to contact you in the future, e.g., parents)

*Name of Contact: _____

Relationship: _____

Email address: _____

*Address: _____

City State Zip

Phone: _____

Primary discipline while participating in the MCH Training Program:

- ☐ Applied Behavior Analysis
- ☐ Audiology
- ☐ Community Health Worker
- ☐ Community Member/Person with Lived Experience
- ☐ Dentistry-Pediatric
- ☐ Dentistry – Other
- ☐ Dietetics
- ☐ Disability Studies
- ☐ Doula
- ☐ Education/Special Education
- ☐ Family Member
- ☐ Genetics/Genetic Counseling
- ☐ Health Administration
- ☐ Law
- ☐ Medicine-General
- ☐ Medicine-Adolescent Medicine

- ☐ Medicine-Adult Providers
- ☐ Medicine-Developmental-Behavioral Pediatrics
- ☐ Medicine-Neurodevelopmental Disabilities
- ☐ Medicine-Pediatrics
- ☐ Medicine-Pediatric Pulmonology
- ☐ Medicine-Sleep
- ☐ Medicine – Other
- ☐ Nursing-General
- ☐ Nursing-Family/Pediatric Nurse Practitioner
- ☐ Nursing-Midwife
- ☐ Nursing – Other
- ☐ Nutrition
- ☐ Occupational Therapy
- ☐ Pharmacy
- ☐ Physician Assistant
- ☐ Physical Therapy
- ☐ Psychiatry
- ☐ Psychology
- ☐ Public Health
- ☐ Respiratory Therapy
- ☐ School Psychology/School Counseling
- ☐ Self-Advocate/Person with a Disability or Special Health Care Need
- ☐ Social Work
- ☐ Speech-Language Pathology
- ☐ Other (Specify)

Gender: (choose one)

☐ **Cisgender Man**

☐ **Cisgender Woman**

☐ **Transgender Man**

☐ **Transgender Woman**

☐ **A different term (specify):** _____

☐ **Choose not to disclose**

Are you a first-generation college student?

☐ **Yes**

☐ **No**

☐ **Prefer not to say**

Ethnicity: (choose one)

Hispanic is an ethnic category for people whose origins are in the Spanish-speaking countries of Latin America or who identify with a Spanish-speaking culture. Individuals who are Hispanic may be of any race.

☐ **Hispanic or Latino**

☐ **Not Hispanic or Latino**

☐ **Prefer not to say**

Race: (choose one)

☐ **American Indian or Alaska Native** includes all individuals who identify with any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. It includes people who identify as “American Indian” or “Alaska Native” and includes groups such as Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

___ **Asian** includes all individuals who identify with one or more nationalities or ethnic groups originating in the Far East, Southeast Asia, or the Indian subcontinent. Examples of these groups include, but are not limited to, Chinese, Filipino, Asian Indian, Vietnamese, Korean, and Japanese. The category also includes groups such as Pakistani, Cambodian, Hmong, Thai, Bengali, Mien, etc.

___ **Black or African American** includes all individuals who identify with one or more nationalities or ethnic groups originating in any of the black racial groups of Africa. Examples of these groups include, but are not limited to, African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali. The category also includes groups such as Ghanaian, South African, Barbadian, Kenyan, Liberian, and Bahamian.

___ **Native Hawaiian and Other Pacific Islander** includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands. Examples of these groups include, but are not limited to, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese. The category also includes groups such as Palauan, Tahitian, Chuukese, Pohnpeian, Saipanese, Yapese, etc.

___ **White** includes all individuals who identify with one or more nationalities or ethnic groups originating in Europe, the Middle East, or North Africa. Examples of these groups include, but are not limited to, German, Irish, English, Italian, Lebanese, Egyptian, Polish, French, Iranian, Slavic, Cajun, and Chaldean.

___ **More than One Race** includes individuals who identify with more than one racial designation.

___ **Prefer not to say.**

Survey

Please answer all of the following questions to help us understand the impact of the MCH Training Program on your post-training activities. Thank you for taking the time to complete this survey. When you have filled out the entire survey, return it to your MCH Training Program Director.

1. What best describes your current employment setting:

- ___ Student
- ___ Elementary or secondary school or school system
- ___ Undergraduate or graduate-level institution
- ___ State health department, including Title V
- ___ Other government agency (e.g. Federal, state or local)
- ___ Clinical health care setting (includes hospitals, health centers and clinics)
- ___ Community-based organization or non-profit
- ___ Other private sector organization
- ___ Not currently working or retired
- ___ Other (please specify): _____

2. Does your current work support or serve any of the following Maternal and Child Health (MCH) populations? (select all that apply)

- ___ Women or people who have given birth
- ___ Infants
- ___ Children
- ___ Adolescents and young adults
- ___ Fathers or other caregivers
- ___ Children and youth with special health care needs, including children with autism spectrum disorder or other developmental disabilities
- ___ None or unknown

3. Does your current work support or serve populations that have been historically underserved or marginalized? (select all that apply)

- ___ Racially/ethnically diverse populations
- ___ Indigenous populations
- ___ LGBTQ+ populations
- ___ Rural populations
- ___ Children and youth with special health care needs
- ___ People with disabilities

- ☐ People living in poverty
- ☐ People experiencing homelessness
- ☐ Military veterans
- ☐ None or unknown

4. Have you done any of the following leadership activities since completing your training program? (select all that apply)

☐ Academic leadership activities

- Disseminated information on MCH issues (e.g., peer-reviewed publications, key presentations, training manuals, issue briefs, best practices documents, standards of care)
- Conducted research or quality improvement on MCH issues
- Provided consultation or technical assistance in MCH areas
- Taught/mentored in MCH discipline or other MCH related field
- Served as a reviewer (e.g., for a journal, conference abstracts, grant, quality assurance process)
- Procured grant and other funding in MCH areas
- Conducted strategic planning or program evaluation

☐ Clinical leadership activities

- Participated as a group leader, initiator, key contributor or in a position of influence/authority on any of the following: committees of state, national, or local organizations; task forces; community boards; advocacy groups; research societies; professional societies; etc
- Served in a leadership position in a clinical setting (e.g., director, senior therapist, team leader)
- Taught/mentored in MCH discipline or other MCH related field
- Conducted research or quality improvement on MCH issues
- Disseminated information on MCH Issues (e.g., peer-reviewed publications, key presentations, training manuals, issue briefs, best practices documents, standards of care)
- Served as a reviewer (e.g., for a journal, conference abstracts, grant, quality assurance process)

☐ Public health leadership activities

- Provided consultation, technical assistance, or training in MCH areas
- Procured grant or other funding in MCH areas
- Conducted strategic planning or program evaluation
- Conducted research or quality improvement on MCH issues
- Served as a reviewer (e.g., for a journal, conference abstracts, grant, quality assurance process)

☐ Public policy leadership activities

- Participated in public policy development activities at local, state, or national levels (e.g., participated in community engagement or coalition building efforts, written policy or guidelines, influenced MCH related legislation, provided testimony, educated legislators)
- Participated on any of the following as a group leader, initiator, or key contributor: committees of state, national, or local organizations; task forces; community boards; research societies; professional societies; etc
- Presented or disseminated information on MCH public policy issues to a legislative body, key decision makers, foundations, or the general public (e.g., peer-reviewed publications, key presentations, training manuals, issue briefs, best practices documents, standards of care, commentaries, and chapters)

☐ None or unknown

5. Have you participated or led any of the following interdisciplinary/interprofessional activities since completing your training program? (select all that apply)

- Sought input or information from other professions, disciplines, people with lived experience, or self-advocates to address a need in their work
- Provided input or information to other professions or disciplines
- Developed a shared vision, roles and responsibilities across disciplines

- Utilized shared vision, roles or responsibilities to develop a coordinated, prioritized plan across disciplines to address a need in their work
- Established decision-making procedures in an interdisciplinary group
- Collaborated with various disciplines across agencies/entities
- Advanced policies and programs that promote collaboration with other disciplines or professions
- Engaged in clinical practice working in collaboration across disciplines and with the patient
- None or unknown

(end of survey)

Confidentiality Statement

Thank you for agreeing to provide information that will enable your training program to follow up with you after the completion of your training. Your input is critical to our own improvement efforts and our compliance with Federal reporting requirements. Please know that your participation in providing information is entirely voluntary. The information you provide will only be used for monitoring and improvement of the training program. Please also be assured that we take the confidentiality of your personal information very seriously. We very much appreciate your time and assistance in helping to document outcomes of the Training Program. We look forward to learning about your academic and professional development.

LEAP Trainee Information

MATERNAL AND CHILD HEALTH LEADERSHIP, EDUCATION, AND ADVANCEMENT IN UNDERGRADUATE PATHWAYS (LEAP) TRAINING PROGRAM: TRAINEE INFORMATION FORM

LEAP Trainee Information Form
Instructions Provide aggregate data on medium- and long-term LEAP trainees who are participating in the LEAP training program in the reporting period. LEAP programs are expected to collect trainee data annually. Aggregate data are reported on this form based on trainee self-report of data elements. <u>Definitions:</u> LEAP trainees: Medium-term (40 – 299 program hours) and long-term (300+ program hours) trainees enrolled in the LEAP training program Ethnicity • Hispanic or Latino is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. People who identify as Hispanic, Latino, or Spanish may be any race. Race • American Indian or Alaska Native: The category “American Indian or Alaska Native” includes all individuals who identify with any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. It includes people who identify as “American Indian” or “Alaska Native” and includes groups such as Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community. • Asian: The category “Asian” includes all individuals who identify with one or more nationalities or ethnic groups originating in the Far East, Southeast Asia, or the Indian subcontinent. Examples of these groups include, but are not limited to, Chinese, Filipino, Asian Indian, Vietnamese, Korean, and Japanese. The category also includes groups such as Pakistani, Cambodian, Hmong, Thai, Bengali, Mien, etc. • Black or African American: The category “Black or African American” includes all individuals who identify with one or more nationalities or ethnic groups originating in any of the black racial groups of Africa. Examples of these groups include, but are not limited to, African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali. The category also includes groups such as Ghanaian, South African, Barbadian, Kenyan, Liberian, and Bahamian. • Native Hawaiian and Pacific Islander: The category “Native Hawaiian or Other Pacific Islander” includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands. Examples of these groups include, but are not limited to, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese. The category also includes groups such as Palauan, Tahitian, Chuukese, Pohnpeian, Saipanese, Yapese, etc. • White: The category “White” includes all individuals who identify with one or more nationalities or ethnic groups originating in Europe, the Middle East, or North Africa. Examples of these groups include, but are not limited to, German, Irish, English, Italian, Lebanese, Egyptian, Polish, French, Iranian, Slavic, Cajun, and Chaldean. • More than One Race: This category includes individuals who identify with more than one race. Gender • Cisgender Man: Describes a person who was assigned male at birth and whose gender identity is a man/male. • Cisgender Woman: Describes a person who was assigned female at birth and whose gender identity is a woman/female.

- **Transgender Man:** Describes a person who is transgender and whose gender identity is man/male.
- **Transgender Woman:** Describes a person who is transgender and whose gender identity is woman/female.
- **A different term (specify):** A gender identity that does not fit into the above categories, such as nonbinary (a person whose gender identity falls outside of the gender binary structure of woman/female and man/male), agender (a person who identifies as having no gender, or who does not experience gender as a primary identity component), or another identity.

First-generation college students are students who are enrolled in postsecondary education and whose parents do not have any postsecondary education experience.

Work full time includes LEAP trainees who have worked full-time (>35 hours/week) at any point during the reporting period.

Total Number of LEAP Trainees in the reporting period: _____

Ethnicity:

Number of LEAP trainees who identify as:

- Hispanic/Latino: _____
- Non-Hispanic/Latino: _____
- Choose not to disclose/Unrecorded: _____

Race:

Number of LEAP trainees who identify as:

- American Indian or Alaska Native: _____
- Asian: _____
- Black or African American: _____
- Native Hawaiian or Pacific Islanders: _____
- White: _____
- More than one race: _____
- Choose not to disclose/Unrecorded: _____

Gender:

Number of LEAP trainees who identify as:

- Cisgender Man: _____
- Cisgender Woman: _____
- Transgender Man: _____
- Transgender Woman: _____
- A different term (specify): _____
- Choose not to disclose/Unrecorded: _____

Age:

- 15 – 19: _____
- 20 – 24: _____
- 25 – 29: _____
- 30 – 34: _____
- 35 and older: _____

Number of LEAP trainees who are enrolled in college:

- Part-time: _____
- Full-time: _____
- Unrecorded: _____

Number of LEAP trainees who:

- Are first-generation college student: _____
- Work full-time (>35 hours/week) while enrolled in college:⁵ _____
- Have a dependent(s) other than spouse: _____

Comments:

Healthy Start Site Form

HEALTHY START SITE FORM

Healthy Start Site Form
Instructions Section I: Grantee Primary Organization Information The Grantee Primary Organization is the grantee site location that is noted in the grant records as the main address for your grantee organization. It may be considered the headquarters (HQ) and may/may not be a site that also provides Healthy Start (HS) services. For example, an organization may have an administrative HQ site located in Maryland and has locations providing services to areas in the U.S. Virgin Islands. In this example, the grantee would submit the address for the HQ site in Maryland in Section I and enter the addresses for the U.S. Virgin Islands sites in Section II. - Grant # and Grantee Name will be pre-populated. - Enter the street address, city, state, and 5-digit ZIP code for the primary site in the fields provided. - Indicate whether HS services are provided at the primary location by checking “Yes” or “No.” Note: Most HS grantees provide services at their primary location. <u>Service Area</u> - Using the dropdown menu, indicate which state(s) are in your organization’s service area (as a whole). For example, if your service area covers seven counties across two states, select both states in this dropdown menu. - Indicate how your organization’s service area is <i>primarily</i> defined (as indicated in your grantee application): by county, ZIP code, or census tract. Your selection informs the menu for the next question. - After you select how your service area is primarily defined, the next field, “Please select all of the [counties OR ZIP codes OR census tracts] covered by this organization’s service area,” will become activated for that particular selection (i.e., counties, ZIP codes, or census tract). Use the dropdown menu to select which [counties OR ZIP codes OR census tracts] are in your organization’s HS service area. Please note that you will have access to only one mode of reporting: county, ZIP code, or census tract; it is not possible to select more than one type of service area. <u>HS Services</u> – Respond to this section for your HS organization as a whole. For example, if HS Site 1 provides doula services and HS Site 2 provides care to incarcerated persons, indicate that these services are provided by your grantee organization. Note: Only indicate services that are provided through the Healthy Start program. - Indicate which type(s) of services your project provides, checking all that apply. Section 2: Healthy Start Sites For each HS service delivery site: - Enter the Project Manager’s name. - Enter the name of the project. Enter the street address, city, state, and 5-digit ZIP code for the primary site in the fields provided

Section 1. Grantee Primary Organization Information Grant # _____ Grantee Name _____ Street Address _____ City _____ State _____ ZIP Code _____ Are HS services provided at the primary location? ☐ Yes ☐ No

State(s) in this organization's service area: _____
 Service area for this organization primarily defined by: ☐ County ☐ ZIP Code ☐ Census Tract _____
 Please select all the names of all of the counties covered by this organization's service area: _____
 Please select all the ZIP codes covered by this organization's service area: _____
 Please select all Census Tracts covered by this organization's service area: _____

Please check all services provided by this grantee organization as a whole:

☐ Adolescent Population	☐ Doula Services	☐ Interconception
☐ Breastfeeding Support	☐ Fatherhood – Case Management	☐ Mental & Behavioral Health (beyond screening)
☐ Case Management/ Care Coordination	☐ Fatherhood – Group Services/Health Education	☐ Outreach
☐ Children/Youth w/Special Health Care Needs	☐ Food Insecurity Services	☐ Preconception
	☐ Health Education	☐ Prenatal
☐ Direct Clinical Services	☐ Incarcerated/Justice-System Involved Population	☐ Telehealth Services

(Complete section below for each service delivery site)

Section 2. Healthy Start Sites

Site 1

Project Manager Name _____
 Project Name _____
 Street Address _____
 City _____ State _____ ZIP Code _____

Site 2

Project Manager Name _____
 Project Name _____
 Street Address _____
 City _____ State _____ ZIP Code _____

Comments: