Department of Health and Human Services

Health Resources and Services Administration
Bureau of Health Professions

Performance Report for Grants and Cooperative Agreements

Reports Due: October 10, 2012

Reporting Period: July 1, 2011 to June 30, 2012

Contents

OMB No. 0915-0061

I. Introduction

The *Bureau of Health Professions (BHPr) Performance Report for Grants and Cooperative Agreements (PRGCA)* is designed for grantees to submit data and information on program activities. It is a critical information and data management tool that BHPr uses to ensure compliance with legislative requirements and report on grantee success in achieving project objectives and cross-cutting programmatic goals to the Office of Management and Budget (OMB), Congress, and other decision makers.

The BHPr performance measurement system reflects the overarching goals of the Department of Health and Human Services (DHHS) as well as the Health Resources and Services Administration's (HRSA) goal to strengthen the health care workforce. These goals provide the basis for the BHPr performance measures and the following BHPr performance goals:

- Develop diverse well trained healthcare practitioners - Supply;
- Enhance the quality of training - Quality;
- Diversify the health professions pipeline - Diversity;
- Influence practice location of health practitioners - Distribution; and
- Build capacity with training infrastructure support - Infrastructure.

The BHPr performance measures address these performance goals with a specific focus on supply, quality, diversity, distribution, and infrastructure. The BHPr performance measurement system ensures that grantees are collecting data that both meet BHPr's statutory requirements and demonstrate the extent to which the priorities and goals of the BHPr, HRSA, and DHHS are met.

The BHPr performance measurement system includes three levels of measurement: individual trainee-level, program-level, and program cross-cutting. The new individual trainee-level data collection supports the goal of assessing workforce recruitment, training activities, retention, intended practice location, and trainee characteristics, such as disadvantaged background, and race and ethnic diversity. The program-level measures provide information unique to the grant objectives for new and ongoing programs. The

program cross-cutting or cluster-level measures help to determine progress towards meeting BHPr goals by assessing programs that offer similar activities and have similar performance outcome measures.

The subsequent section of this manual details what data each program's grantees are required to submit and how to submit performance data. Refer to Table 1 on page 1 to determine which programs are required to report individual trainee-level information. Refer to Appendix D (Matrix of Cross-Cutting Data Tables Required by Program) to determine which cross-cutting tables grantees should provide data based upon grant requirements. Refer to Appendix E (Matrix of Program-Specific Data Tables) to determine which programs are required to report program-specific data.

II. Performance Reporting

A. General Instructions

This section describes the submission instructions and requirements of the performance data. This includes submission requirements, how to submit the data, and the due date for data submissions. Table 1 provides an overview of the performance reporting required for each program.

Submission Requirements and Submission Due Date

Performance reports are due October 10, 2012. Between September 1, 2012 and October 10, 2012, grantees may work with the BHPr program officer to revise the performance data submitted. All data are considered final on October 10, 2012. Any revisions requested after this date will not be accepted. The electronic forms will be automated to generate total counts and sums that will save grantees time and reduce the chance of arithmetical errors. The grantee will enter relevant information for year one of the grant and in subsequent grant years, the grantee will only have to enter necessary edits rather than enter data from previous years. The data from past years will be saved and displayed for each grant year.

Request Assistance

The BHPr staff members are ready to provide support as needed to help with the performance reporting process. Multiple sources are available to provide assistance:

- Visit http://bhpr.hrsa.gov/grants/

- Contact the HRSA Call Center at 1-877-464-4772

- E-mail CallCenter@HRSA.GOV

Individual Trainee-Level Data Collection

In addition to reporting aggregate data through cross-cutting and program-specific reporting, certain BHPr programs have been selected to submit data at the individual level. Not all programs will collect individual trainee-level data. Refer to Table 1 on page 1 to determine which programs have been selected for this data collection and the data required to be reported per program.

Data collection at the individual trainee-level will increase the usefulness of the data for program evaluation purposes and is essential for longitudinal tracking of trainees. This data will help BHPr understand the relationship between the experiences of trainees during the program and program outcomes.

Individual trainee-level data will be reported using unique trainee identifiers, which will maintain the anonymity of all individuals participating in these programs. Grantees are required to create a unique seven digit alpha-numeric identifier for each program trainee. Please do not use any personally identifying information, such as birth dates or insurance numbers, when assigning trainees unique identifiers. The unique trainee identifiers shall be maintained throughout each grant's duration and should therefore remain consistent in all reports. That is, the unique identifiers initially assigned to trainees

should not be changed. If a trainee from an institution, organization or program participates in more than one BHPr-funded activity that requires individual-level trainee reporting, that trainee's unique identifier should be the same unique identifier used across each BHPr-funded program for that institution, organization or program.

Table 1. Performance Reporting Required by Programs

Note: All programs must submit performance data related to the legislative requirements (Tables LR-1, LR-2 represent Trainee Information and DV-1, DV-2, and DV-3 represent Diversity Data Collection). *Represents individual trainee-level data.

**These programs are required to submit performance report for 2013 onward. The 2012 performance report submission is not required.

Activity Code	Program Name *=Individual Trainee-Level Data Collection	Tables to be Completed
D54, D12, D5A (ARRA)	Academic Administrative Units in Primary Care (AAU)	EXP-1; CLSET-1; IND-GEN*; IND-FAC*; INDGEN-EXP; AAU-1;
A10	Advanced Education Nurse Traineeship (AENT)	N-1; CLSET-1; PY-1; IND-GEN*; IND-INTPRAC*
D09	Advanced Nursing Education (ANE)	N-1; EXP-2; CLSET-1; CE-1; PY-1
T57	Advanced Nursing Education Expansion (ANEE)	N-1; CLSET-1; IND-GEN*; IND-INTPRAC*
U76, U77	Area Health Education Centers (AHEC)-(Infrastructure Development and Point of Service Maintenance and Enhancement)	EXP-1; CLSET-1; CE-1; CE-2; CE-TTY; PY-1; IND-GEN*; IND-INTPRAC*; INDGEN-EXP; DP-1a.1, 1a.2;
D34, D3E (ARRA)	Centers of Excellence (COE)	EXP-1; CLSET-1; PY-1; IND-GEN*; IND-FAC*; IND-INTPRAC*; INDGEN-EXP; DP-1a.1, 1a.2; DP-4a,4b
R18	Chiropractic Demonstration Project (CDP) (exclude LR-1, LR- 2, DV-1, DV-2, and DV-3)	N/A
D62	Comprehensive Geriatric Education Programs (CGEP)	CE-1; CE-TTY; CE-2; IND-GEN*; IND-INTPRAC*; CGEP-1a, b
D87, D82	Dental Faculty Loan Repayment	IND-GEN*; IND-FAC*
T88	Expansion of the Physician Assistant Training (EPAT) Programs	PC-1; PC-R; EXP-1; CLSET-1; PY-1; IND-GEN*; IND-FAC*; INDGEN-EXP
D86	Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD)	IND-GEN*; IND-FAC*; FDD-1a.1, 1a.2; FDD-1b.1,1b.2; FDD-2; OH-1
U1K	Faculty Development: Integrated Technology	CE-1; CE-TTY; CE-2; IND-GEN*;

Activity Code	Program Name *=Individual Trainee-Level Data Collection	Tables to be Completed
	into Nursing Education and Practice	IND-FAC*
K01	Geriatric Academic Career Award (GACA)	EXP-1; CLSET-1; CE-1; CE-TTY; CE-2; IND-GEN*; IND-FAC*; INDGEN-EXP; GACA-1
UB4	Geriatric Education Centers (GEC)	EXP-1; CLSET-1; CE-1; CE-TTY; CE-2; IND-GEN*; GEC-1, 2
D01	Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD)	EXP-1; CLSET-1; PY-1; IND-GEN*; IND-FAC*; INDGEN-EXP; GTPD-1a,1b
D40	Graduate Psychology Education (GPE)	EXP-1; CE-1; IND-GEN*; IND-INTPRAC*; INDGEN-EXP
D18, D1H (ARRA)	Health Careers Opportunity Program (HCOP)	DP-1a.1, 1a.2; DP-2; PY-1; IND-GEN*; IND-INTPRAC*
UD6	Integrative Medicine Program and National Coordinating**	R-1; EXP-1; CLSET-1; PY-1; IND-GEN; IND-FAC; INDGEN-EXP; PMR-1; CE-1
T85, T86 (ARRA)	Interdisciplinary and Interprofessional Joint Graduate Degree Program	PC-1; PC-R; EXP-1; CLSET-1; PY-1; IND-GEN*; IND-FAC*; INDGEN-EXP
M01	Mental and Behavioral Health Education and Training**	EXP-1; IND-GEN; IND-INTPRAC; INDGEN-EXP; PY-1
A22	Nurse Anesthetist Traineeship (NAT)	N-1; CLSET-1; PY-1; IND-GEN*; IND-INTPRAC*
E01, E0A (ARRA)	Nurse Faculty Loan Program (NFLP)	N-1; CLSET-1; PY-1; IND-GEN*; IND-INTPRAC*; IND-FAC*
T56 (ACA)	Nurse Managed Health Clinics (NMHC)	EXP-1; CLSET-1; IND-GEN*; INDGEN-EXP
T51	Nursing Assistant and Home Health Aide Program (NAHHA)	CE-1;CE-2;N-2; IND-GEN*
D11	Nursing Education, Practice, Quality, and Retention (NEPQR)	N-1 for E1, E2, R1,R3; EXP-1 for E2, P1, P2; CE-1 for E2, P2, P3, R3, R4; CE-TTY for E2, P2, P3, R3, R4; CLSET-1 for E2, P1, P2; CE-2 for E2, P2, P3, R3, R4; PY-1 for E1, E2, R1 R3; NEPQR-3 for R2; NEPQR-2a,2b for R4

Activity Code	Program Name *=Individual Trainee-Level Data Collection	Tables to be Completed
		IND-GEN* for E1, E2, P1, P2, R1, R3; INDGEN-EXP for E2, P1, P2
UD7	Nursing Education, Practice, Quality, and Retention (NEPQR) –IPCP (NEPQR-IPCP)**	N-1; EXP-1; CLSET-1
D19, D1N (ARRA)	Nursing Workforce Diversity (NWD)	N-1; EXP-1; CLSET-1; DP-1; PY-1; IND-GEN*; IND-INTPRAC*; INDGEN-EXP; DP-3
T82	Personal and Home Health Aide State Training (PHCAST)	CE-1; CE-2; N-2; IND-GEN*
D57, D5B (ARRA)	Physician Assistant Training in Primary Care (PAT)	PC-1; PC-R; EXP-1; CLSET-1; PY-1; IND-GEN*; IND-FAC*; INDGEN-EXP
D55, D5C (ARRA)	Physician Faculty Development in Primary Care (PFD)	PC-1; PC-R; EXP-1; CLSET-1; PY-1; IND-GEN*; IND-FAC*; INDGEN-EXP; PFD-1; Progress report: RH-1
D13, D5G, D88, D84 (ARRA)	Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD)	R-1; OH-1; EXP-1; CLSET-1; IND-GEN*; INDGEN-EXP; PYPDD-1*
D85, D83 (ARRA)	Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene (PD)	PD-1; OH-1; EXP-1; CLSET-1; IND-GEN*; INDGEN-EXP
D56, D5D (ARRA)	Pre-doctoral Training in Primary Care	PC-1; PC-R; EXP-1; CLSET-1; PY-1; IND-GEN*; IND-FAC*; INDGEN-EXP
D33 D5H (ARRA)	Preventive Medicine Residencies (PMR)	R-1; EXP-1; CLSET-1; PY-1; IND-GEN*; INDGEN-EXP; PMR-1
U68, U6A (ARRA)	Primary Care Office (PCO) (exclude LR-1, LR- 2, DV-1, DV-2, and DV-3)	PCO-1; PCO-2; PCO-3
R51, T89 (ACA)	Primary Care Residency Expansion (PCRE)	PC-R; R-1a,1b; EXP-1; CLSET-1; PY-1; IND-GEN*; IND-FAC*; INGEN-EXP
A03, A0A (ARRA)	Public Health Traineeships (PHT)	PY-1; IND-GEN*; IND-INTPRAC*
D20, UC9, UB6 (ACA)	Public Health Training Centers (PHTC)	EXP-1; CLSET-1; CE-1; CE-2; CE-TTY; IND-GEN*; IND-INTPRAC*; INDGEN-EXP; PHTC-1a, 1b

Activity Code	Program Name *=Individual Trainee-Level Data Collection	Tables to be Completed
D58, D5F (ARRA)	Residency Training in Primary Care	PC-R; R-1a,1b; EXP-1; CLSET-1; PY-1; IND-GEN*; IND-FAC*; INDGEN-EXP
T12	State Oral Health Workforce Program (SOHWP) (exclude LR-1, LR-2, DV-1, DV-2, and DV-3)	SOHWP-0 for all Activities SOHWP-1 for Activity 1 SOHWP-2 for Activity 2 SOHWP-3 for Activity 3 SOHWP-4 for Activity 4 SOHWP-5 for Activity 5 EXP-1, CLSET-1, IND-GEN*, IND-FAC*, INDGEN-EXP for Activity 6; CE-1, CE-TTY for Activity 7 SOHWP-8 for Activity 8 SOHWP-9 for Activity 9 SOHWP-10 for Activity 10 SOHWP-11 for Activity 11 SOHWP-12 for Activity 12 SOHWP-13 for Activity 13
T91 (ACA)	Teaching Health Centers (THC)	PC-R; R-1a,1b; EXP-1; CLSET-1; PY-1; IND-GEN*; INDGEN-EXP

Cross-Cutting Performance Measures Reporting

BHPr's programs are designed to improve the health of the Nation's underserved and vulnerable populations by assuring a diverse, culturally competent workforce is ready to provide access to quality health care services. Its more than 40 programs include a wide range of training, scholarship, loan, and loan repayment programs that support the development, distribution, and retention of a diverse and culturally competent health care workforce. The program cluster performance measure data is essential for BHPr to assess its success in achieving project objectives and cross-cutting programmatic goals to improve health care workforce supply, quality, diversity, distribution, and infrastructure across programs.

Measurement Goals

The following BHPr Performance Goals are the focus of the performance measures:

- Supply—Increased supply of health professionals in workforce
  Increasing the number of health professionals, especially in primary care.

- Quality—Improved health workforce quality
  Integrating core competencies into BHPr education and training programs and increasing competency among program trainees.

- Diversity—Increased diversity in the health workforce
  Increasing the number of racial and ethnic minority practitioners to mirror the U.S. population.

- Distribution— Influence practice location of health practitioners
  Encouraging practitioners to practice in underserved areas and care for underserved people.

- Infrastructure—Build capacity with training infrastructure
  Providing opportunities for strengthening health professions training institutions and faculty.

Cross-Cutting Measure Reporting

The program cross-cutting measure reporting comprises 26 tables designed to obtain comprehensive, standardized operational and descriptive data that reflects BHPr goals and can be monitored over time to assess trends. The tables reflect key areas of BHPr program focus, including workforce diversity, the supply of health professionals in primary care, and the training contexts and content. For details of cross-cutting data tables required by program, refer to Appendix D. Matrix of Cross-Cutting Data Tables Required by Program.

Program-Specific Reporting

In addition to cross-cutting measure reporting, some grantees are required to report program-specific data. For details of program-specific data tables required by program, refer to Appendix E. Matrix of Program-Specific Data Tables.

B. Frequently Asked Questions

<u>General Questions</u>

Q: What has changed from the old 2011 to the new 2012 BHPr Performance Report for Grants and Cooperative Agreements (PRGCA)?
A: The 2012 BHPr PRGCA has been updated to better enable grantees to collect data regarding the outputs and outcomes of their federally-funded programs. More specifically, revisions include improving performance management at three levels of measurement: individual-level, program-level and program cross-cutting-level. The new <u>individual-level data collection</u> will support the goal of assessing workforce recruitment, participants' training activities, retention, distribution (intent to practice locations), and trainee characteristics such as disadvantaged background, racial and ethnic diversity. Measurement data are reported in Congressional Justifications and other documents regarding BHPr programs.

<u>Program-level measures </u>were revised to strengthen information unique to the grant objectives for new and ongoing programs. These data incorporate accountability and are critical to reporting measureable outputs and outcomes within program performance annually.

At the third level of measurement, revisions included clustering programs providing similar activities and outcomes performance measures. These <u>program cross-cutting-level measures</u> were developed to assess the broader BHPr goals, strategies, and outcomes. The revised performance measures will enhance BHPr's ability to assess its programs' results related to cross-cutting or cluster measures.

<u>Relationship Between Measures</u>

The three levels of measurement described above are inter-related. For example, non-identifiable individual-level measures are aggregated by programs and provide data for assessing program performance. In collecting program-specific data, information regarding the training experiences in nursing, public health, as well as dentistry and medicine, focus on unique training needs by discipline. Cross-cutting program measures identify the commonalities of the training across discipline (e.g., pipeline recruitment, diversity, continuing education activities and faculty development activities).

Grantees can meet these new performance reporting requirements using the EHB. Using the latest technology, the EHB incorporates new tools allowing grantees to upload spreadsheets. These new tools will reduce the burden and cost of manual data entry for some data collection forms thereby reducing the time and costs that grantees devote to performance reporting. In fields that require manual data entry, the system limits grantees' data entry to those fields that are applicable to their particular programs. The data tables are interlocked where data overlap, validations are built-in, calculations (e.g., ratios, rates, percentages, totals) are automated, and historical data are preserved. Though the system has been designed to be as user friendly as possible; ongoing grantee TA is provided to ensure ease of use and minimize reporting burden.

Q: Will grantees be able to provide suggestions and comments on the new performance measures and indicators?

A: Yes. BHPr views performance measurement as an iterative improvement process. By maintaining an open dialogue with grantees, BHPr will continually answer grantees' questions and clarify data elements and reporting instructions. BHPr will additionally request grantees' feedback regarding the updated EHB system and data templates. Through this process, BHPr will seek to balance improved performance measurement with stability and ease of reporting.

Q: How will grantees be updated on BHPr performance measurement activities?

A: BHPr program officers provide quarterly technical assistance (TA) teleconferences with grantees to provide information on BHPr 'hot topics' including performance measures and related reporting requirements. BHPr program officers also post information electronically on the HRSA/BHPR website. Grantees will receive a notice from the EHB on TA sessions and reporting due dates. As questions arise about performance reporting, grantees are encouraged to contact their project officer.

Data Tables and Forms

Q: How should grantees generate the unique trainee identifier (ID)?

A: Select grantees are required to collect individual trainee-level data, which necessitates that they assign each trainee a unique identifier (ID). A seven digit alpha-numeric identifier is required. The unique ID assigned to each trainee should remain the same in all reports throughout the duration of the grant. The unique ID assigned to each trainee should maintain the anonymity of that individual. Grantees should not use any personally identifiable information, such as Social Security numbers, birthdates, or health insurance ID numbers, to create each unique ID.

Individual Trainee-Level Data Collection

Q: How does BHPr advise grantees to handle Institutional Review Board (IRB) issues related to individual trainee-level data collection?

A: BHPr performance reporting is a grant requirement for HRSA program evaluation and is not considered research. It is not anticipated that IRB approval is required for program evaluation. If a grantee believes that its institution will require IRB approval for individual-level data collection, the grantee should immediately contact its project officer and submit in writing the institution's IRB process and expected response time. HRSA will provide guidance pertinent to the development of IRB protocols.

Q: Does the individual-level data collection adhere to the Family Education Rights and Privacy Act (FERPA)?

A: Yes. A FERPA violation **will not** result from the individual-level data collected by selected grantees. Under FERPA, this type of information may be shared with those who have "the right to know." This includes government agencies, such as HRSA, that provide certain forms of support (e.g., student scholarships) and therefore have the right to know the information that is necessary to measure the performance of relevant grantees.

C. Required Reporting

Health Profession and Discipline – Setup

Table purpose: To select health professions and disciplines applicable to the BHPr-funded programs. Health profession and discipline combinations selected will be available for remaining forms/tables, where applicable.

Health Profession: (Select one)

Discipline: (Select all that apply)

Health Profession	Discipline

Instructions: Select a health profession and disciplines associated with the selected health profession and add the selections to the form. **Repeat** the previous step to add multiple health profession/discipline combinations. The health professions and disciplines in this set-up form will be populated in the cross-cutting and program-specific forms. The glossary contains clarifications and/or definitions of key terms.

Health Profession Selections: Dentist; Medicine; Physician Assistant; Nursing; Behavioral Health/Public Health/Other;

      HCOP, AHEC, NWD, COE Programs: Dentist; Medicine; Physician Assistant; Nursing; Behavioral Health/Public Health/Other; Pipeline

Discipline Selections:

For Pre-doctoral Training in Primary Care, Interdisciplinary and Interprofessional Joint Graduate Degree Program, Expansion of the Physician Assistant Training (EPAT) Program, and Physician Assistant Training in Primary Care (PAT) programs, discipline is not applicable.

For AHEC Program, select Not Applicable (N/A) if discipline is not applicable.

Dentist Selections: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician Assistants Selections: Disciplines are not applicable (N/A).

Nursing Selections: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP- Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Pipeline Selection: Refer to all discipline selections above.

Financial Support and Faculty Development Support-Setup

Table purpose: To describe how BHPr-funded programs support faculty development and/or non-faculty trainees. Response to these setup questions will be linked to individual trainee-level tables.

Instructions: Answer questions below for the reporting period. The glossary, as well as the text below the question, contains clarifications and/or definitions of key terms.

Does your program provide <u>direct</u> BHPr financial support for non-faculty trainees and/or faculty in faculty development training? Yes / No

Direct BHPr financial support refers to any trainee who is receiving a scholarship, stipend, loan or any direct traineeship support. If the answer to this question is "yes" the "BHPr Financial Award Amount" entered in the IND-GEN table must be greater than zero.

Does your program provide BHPr-funded faculty development training? Yes/No

If the program is providing BHPr funding for faculty development training such as continuing education offerings for faculty, sending a faculty member to a conference or course for training, etc., the grantee should answer "yes" to this question. This question is displayed only if the IND-FAC table is applicable to your program (for program to table mapping, refer to Appendix D. Matrix of Cross-Cutting Data Tables Required by Program). If the answer to this question is "yes" the IND-FAC table will be enabled.

Table LR-1: Total Number of Trainees in BHPr-Funded Programs

Table purpose: To describe the total number of trainees in BHPr-funded programs by category of trainees. **For purposes of BHPr reporting, anyone receiving training or education in a BHPr-funded program is considered a trainee**.

Category of Trainees	Number
Enrollees (Exclude Continuing Education trainees from this row)	
Trainees who are newly enrolled and/or continuing the program or did not graduate from a health professions programs.	
Fellowships and Residencies (Exclude Enrollees from this row)	
Trainees who are newly enrolled and/or continuing fellowship and residencies program.	
Graduating Trainees (Exclude Program Completers from this row)	
Trainees who successfully completed all educational requirements for a specified academic program of study culminating in a degree or diploma, or certificate as in a university, college, or health professions programs during this reporting period.	
Program Completers (Exclude Graduating Trainees from this row)	
Trainees who successfully completed a non-degree course of study or training program that was less than 120 hours.	
Trainees who successfully completed a non-degree course of study or training program that was equal to or more than 120 hours.	
Total	Auto-calculate
Continuing Education (Exclude all of the above)	
Trainees who successfully completed a continuing education offering. Include trainees receiving a continuing education offering that may or may not have received CEU/GME credit.	

Instructions: Enter the number of BHPr-funded program trainees per category in for the reporting period. **Count each trainee only once**. The LR-1 table above includes the definition of trainee categories. The glossary contains clarifications and/or definitions of key terms. See LR-1Trainee Category Matrix below for delineation of program response possibilities to LR-1 table.

Notes:

- **All Activity Codes/Programs**
  If a specific trainee category in the LR-1 table is not applicable to your grant for this reporting period, enter "N/A" for that field. For example, grantees with only year-1 trainees in a 2-year residency program, would enter the number of trainees under the "Fellowships and Residencies" category because they are all in year-1 of a 2-year program, and enter "N/A" under "Program Completers" since there are no trainees that have completed year-2 of the residency program.
- T91 **Teaching Health Centers (THC)** grantees should include ALL residents in their program (i.e. THC –funded and non-funded residents).
- D33/D5H and UD6 **Preventive Medicine Residency (PMR)** grantees will report PMR graduates as completers for the purpose of BHPr reporting.
- D87- **Dental Faculty Loan Repayment**
    - Program completers <120hrs – faculty program participant who did not complete the required annual service to the institution.
    - Program completers >120hrs – faculty program participant who did complete their required annual service to the institution in order to be a loan repayment recipient.

LR-1 Trainee Category Matrix

Activity Code	Program Name	Enrollees: Pre-Professional (K - undergraduate education)	Enrollees: Advanced Degree & Health Professions Programs (after Bachelors education and beyond)	Residencies and Fellowships	Graduating Trainees (Focus of program is to graduate)	Program Completers <120 hrs.	Program Completers >=120 hrs.	Continuing Education
D12, D54, D5A	Academic Administrative Units in Primary Care (AAU)		X	X	X	faculty	faculty	

Activity Code	Program Name	Enrollees: Pre-Professional (K - undergraduate education)	Enrollees: Advanced Degree & Health Professions Programs (after Bachelors education and beyond)	Residencies and Fellowships	Graduating Trainees (Focus of program is to graduate)	Program Completers <120 hrs.	Program Completers >=120 hrs.	Continuing Education
A10	Advanced Education Nurse Traineeship (AENT)		X		X			
D09	Advanced Nursing Education (ANE)		X		X	faculty		X
T57	Advanced Nursing Education Expansion (ANEE)		X		X			
U76, U77	Area Health Education Centers (AHEC)- (Infrastructure Development and Point of Service Maintenance and Enhancement)	X	X	X		X	X	X
D34, D3E	Centers of Excellence (COE)	X	X			X	X	

Activity Code	Program Name	Enrollees: Pre-Professional (K - undergraduate education)	Enrollees: Advanced Degree & Health Professions Programs (after Bachelors education and beyond)	Residencies and Fellowships	Graduating Trainees (Focus of program is to graduate)	Program Completers <120 hrs.	Program Completers >=120 hrs.	Continuing Education
D62	Comprehensive Geriatric Education Programs (CGEP)	X	X		X	X	X	X
D87, D82	Dental Faculty Loan Repayment		X			Faculty program participant who did not complete the required annual service to the institution.	Faculty program participant who did complete their require annual service to the institution in order to be a loan repayment recipient	
T88	Expansion of the Physician Assistant Training (EPAT) Programs		X		X	faculty	faculty	

Activity Code	Program Name	Enrollees: Pre-Professional (K - undergraduate education)	Enrollees: Advanced Degree & Health Professions Programs (after Bachelors education and beyond)	Residencies and Fellowships	Graduating Trainees (Focus of program is to graduate)	Program Completers <120 hrs.	Program Completers >=120 hrs.	Continuing Education
D86	Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD)	X (Dental Hygiene)	X		X	X	X	
U1K	Faculty Development: Integrated Technology into Nursing Education and Practice		X			X	X	
K01	Geriatric Academic Career Award (GACA)		X				X	
UB4	Geriatric Education Centers (GEC)		X			X	X	faculty

Activity Code	Program Name	Enrollees: Pre-Professional (K - undergraduate education)	Enrollees: Advanced Degree & Health Professions Programs (after Bachelors education and beyond)	Residencies and Fellowships	Graduating Trainees (Focus of program is to graduate)	Program Completers <120 hrs.	Program Completers >=120 hrs.	Continuing Education
D01	Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD)		X	X		X	X	
D40	Graduate Psychology Education (GPE)		X	X		X	X	
D18, D1H	Health Careers Opportunity Program (HCOP)	X	X				X	
UD6	Integrated Medicine Program			X			X	
T85, T86	Interdisciplinary and Interprofessional Joint Graduate Degree Program		X		X	faculty	faculty	

Activity Code	Program Name	Enrollees: Pre-Professional (K - undergraduate education)	Enrollees: Advanced Degree & Health Professions Programs (after Bachelors education and beyond)	Residencies and Fellowships	Graduating Trainees (Focus of program is to graduate)	Program Completers <120 hrs.	Program Completers >=120 hrs.	Continuing Education
M01	Mental and Behavioral Health Education and Training		X			X	X	
A22	Nurse Anesthetist Traineeship (NAT)		X		X			
E01, E0A	Nurse Faculty Loan Program (NFLP)		X		X			
T56	Nurse Managed Health Clinics (NMHC)		X			X	X	
T51	Nursing Assistant and Home Health Aide Program (NAHHA)	X				X	X	X
D11	Nursing Education, Practice, Quality, and Retention (NEPQR)		X	X	X	X	X	X

Activity Code	Program Name	Enrollees: Pre-Professional (K - undergraduate education)	Enrollees: Advanced Degree & Health Professions Programs (after Bachelors education and beyond)	Residencies and Fellowships	Graduating Trainees (Focus of program is to graduate)	Program Completers <120 hrs.	Program Completers >=120 hrs.	Continuing Education
UD7	Nursing Education, Practice, Quality, and Retention (NEPQR) –IPCP (NEPQR-IPCP)		X	X	X	X	X	X
D19, D1N	Nursing Workforce Diversity (NWD)	X	X		X	X	X	
T82	Personal and Home Health Aide State Training (PHCAST)	X				X	X	X
D57, D5B	Physician Assistant Training in Primary Care (PAT)		X	X	X	faculty	faculty	
D55, D5C	Physician Faculty Development in Primary Care (PFD)		X	X		X	X	

Activity Code	Program Name	Enrollees: Pre-Professional (K - undergraduate education)	Enrollees: Advanced Degree & Health Professions Programs (after Bachelors education and beyond)	Residencies and Fellowships	Graduating Trainees (Focus of program is to graduate)	Program Completers <120 hrs.	Program Completers >=120 hrs.	Continuing Education
D88, D84, D13, D5G	Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD)			X		X	X	X
D85, D83	Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene (PD)	X (Dental Hygiene)	X		X			
D56, D5D	Pre-doctoral Training in Primary Care		X		X	faculty	faculty	
D33, D5H	Preventive Medicine Residencies (PMR)\			X			X	
R51, T89	Primary Care Residency Expansion			X		X	X	

Activity Code	Program Name	Enrollees: Pre-Professional (K - undergraduate education)	Enrollees: Advanced Degree & Health Professions Programs (after Bachelors education and beyond)	Residencies and Fellowships	Graduating Trainees (Focus of program is to graduate)	Program Completers <120 hrs.	Program Completers >=120 hrs.	Continuing Education
	(PCRE)							
A03, A0A	Public Health Traineeships (PHT)		X		X			
UB6, UC9	Public Health Training Centers (PHTC)	X	X			X	X	X
D58, D5F	Residency Training in Primary Care			X		X	X	
T91	Teaching Health Centers (THC)			X		X	X	

Table LR-2: Trainee Age and Gender

Table purpose: To describe the age and gender of trainees and those completing or graduating from BHPr-funded programs.

Age	Trainee Category- Males					Trainee Category - Females					Grand Total (Auto-calculate)
	# Enrollees	# Graduates	# Program Completers	# Fellowships and Residencies	Total (auto calculate)	# Enrollees	# Graduates	# Program Completers	# Fellowships and Residencies	Total (auto calculate)	
Under 20 years											
20-29 years											
30-39 years											
40-49 years											
50-59 years											
60 – 69 years											
70 years or older											
Unknown											
Total											

Instructions: Each row represents an age range category. For each age range complete each column as described below for the reporting period. **Count each trainee only once**. The glossary contains clarifications and/or definitions of key terms.

Note: Continuing Education trainees are not reported in this table.

Total (Trainee Category): The total number of trainees will calculate automatically.

Grand Total: The total number of trainees will calculate automatically.

Table DV-1: Trainees by Ethnicity and Race

Table purpose: BHPr-supported programs will describe the ethnicity and race of all trainees by trainee category as reported in table LR-1.

DV-1a: Hispanic or Latino Ethnicity

Race	Trainee Category					Total by Race
	# Enrollees	# Graduates	# Program Completers (<120 hours)	# Program Completers (≥120 hours)	# Fellowships and Residencies	
American Indian or Alaska Native						
Asian (not underrepresented)*						
Asian (underrepresented)*						
Black or African- American						
Native Hawaiian or Other Pacific Islander						
White						
Unknown						
More Than One Race						
Total (Auto-calculate)						

*For purposes of this reporting, "underrepresented Asian" refers to any Asian sub-population other than Chinese, Filipino, Japanese, Korean, Asian Indian, or Thai.

Instructions: Each row represents a race category for Hispanic or Latino ethnicity trainees. Complete each column in the row as described below for the reporting period. **Count each trainee only once**. The glossary contains clarifications and/or definitions of key terms.

Note: Continuing Education trainees are not reported in this table.

Number of Enrollees: Enter the number of Hispanic or Latino enrollees by race category.

Number of Graduates: Enter the number of Hispanic or Latino graduates by race category.

Number of Program Completers (< 120 hours): Enter the number of Hispanic or Latino trainees, by race category, which successfully completed a non-degree course of study or training program that was less than 120 hours.

Number of Program Completers (≥ 120 hours): Enter the number of Hispanic or Latino trainees, by race category, which successfully completed a non-degree course of study or training program that was greater than or equal to 120 hours.

Number of Fellowships and Residencies: Enter the number of Hispanic or Latino trainees, by race category, which are enrolled in a continuing fellowship or residency program.

Total by Race: The total number of Hispanic or Latino trainees in each race category will calculate automatically.

Total: Total numbers of Hispanic or Latino trainees per trainee category will calculate automatically.

DV-1-b: Non-Hispanic or Non-Latino Ethnicity

Race	Trainee Category					Total by Race
	# Enrollees	# Graduates	# Program Completers (<120 hours)	# Program Completers (≥120 hours)	# Fellowships and Residencies	
American Indian or Alaska Native						
Asian (not underrepresented*)						
Asian (underrepresented*)						
Black or African-American						
Native Hawaiian or Other Pacific Islander						
White						
Unknown						
Asian (not underrepresented*) and White						
More Than One Race						
Total (Auto-calculate)						

* For purposes of this reporting, "underrepresented Asian" refers to any Asian sub-population other than Chinese, Filipino, Japanese, Korean, Asian Indian, or Thai.

Instructions: Each row represents a race category for non-Hispanic or non-Latino trainees. Complete each column in the row as described below for the reporting period. **Count each trainee only once**. The glossary contains clarifications and/or definitions of key terms.

Note: Continuing Education trainees are not reported in this table.

Number of Enrollees: Enter the number of non-Hispanic or non-Latino enrollees by race category.

Number of Graduates: Enter the number of non-Hispanic or non-Latino graduates by race category.

Number of Program Completers (< 120 hours): Enter the number of non-Hispanic or non-Latino trainees, by race category, which successfully completed a non-degree course of study or training program that was less than 120 hours.

Number of Program Completers (> 120 hours): Enter the number of non-Hispanic or non-Latino trainees, by race category, which successfully completed a non-degree course of study or training program that was greater than or equal to 120 hours.

Number of Fellowships and Residencies: Enter the number of non-Hispanic or non-Latino trainees, by race category, which are enrolled in a continuing fellowship or residency program.

Total by Race: The total number of non-Hispanic or non-Latino trainees in each race category will calculate automatically.

Total: Total numbers of non-Hispanic or non-Latino trainees per trainee category will calculate automatically.

Table DV-2: Trainees with Disadvantaged Background

Table purpose: To describe the disadvantaged and underrepresented minority status of trainees in BHPr-supported programs as reported in table LR-1.

	Trainee Category					Total
	# Enrollees	# Graduates	# Program Completers (<120 hours)	# Program Completers (≥120 hours)	# Fellowships and Residencies	
Trainees with Disadvantaged Background						
Unknown Disadvantaged Background						
Underrepresented Minority Trainees Reported in DV-1 Tables						
Unduplicated Disadvantaged Trainees (Trainees in row 1 and who were not counted as URM in row 3)						
Disadvantaged and/or Underrepresented Minority Trainees (unduplicated)						

Instructions: Complete the table as described below for the reporting period. For each row count each trainee only once. The glossary contains clarifications and/or definitions of key terms.

Note: Continuing Education trainees are not reported in this table.

Trainees with Disadvantaged Backgrounds: Enter the number of disadvantaged background trainees for each Trainee Category.

Unknown Disadvantaged Background: Enter the number of trainees for each Trainee Category whose disadvantaged background status is unknown

Underrepresented Minority Trainees Reported in DV-1 Tables: Pre-populated based on previous responses in DV-1a and DV-1b.

Unduplicated Number of Disadvantaged Trainees: Enter the unduplicated number of disadvantaged trainees. This is the number of trainees counted in row 1 who were not counted as a URM in row 3**.**

Disadvantaged and/or Underrepresented Minority Trainees: Pre-populated based on previous responses.

Table DV-3: Trainees by Residential Background

Table purpose: To describe the residential background (rural/urban) of trainees in BHPr-supported programs as reported in table LR-1.

	Trainee Category					
	# Enrollees	# Graduates	# Program Completers (<120 hours)	# Program Completers (≥120 hours)	# Fellowships and Residencies	Total
Trainees with Rural background						
Trainees with Urban background						
Trainees with Suburban background	0	0	0	0	0	0
Trainees with Frontier background	0	0	0	0	0	0
Unknown						
Total						

Instructions: Complete the table for the reporting period. Count each trainee only once. Residential background will be defined as the trainee's permanent residence prior to matriculation into the BHPr supported program. For example, if a trainee graduates from high school and then is entering into college and receiving BHPr funding to support his or her education, the residential background would be defined as the residence where the trainee was living when he or she was in high school. If a trainee graduates from medical / dental school and is then entering into a residency program and receiving BHPr funding to support his or her residency training, the residential background is defined as the residence

where the trainee was living prior to starting their undergraduate college education. As another example, if a nurse is entering into an advanced practice program and is being supported with BHPr funding, the residential background would be determined by the address the trainee was living at prior to matriculation into the advanced practice program. The glossary contains clarifications and/or definitions of key terms.

Note: The selections are limited to **Rural**, **Urban** and **Unknown** background. The **Suburban and Frontier rows are not required** and "zeros" will occupy these rows to prevent anyone from entering data in the Suburban and Frontier rows in the EHB reporting system.

Continuing Education trainees are not reported in this table.

For PMR programs, trainees are Residents or Program Completers > 120 hour

D. Cross-Cutting and Program-Specific Reporting

Table N-1: Nursing Programs: Supply Indicators

Table purpose: To provide information about the training offered by nursing programs that confer a degree and trainee experiences, including average length of time for program completion.

N-1: Characteristics of Trainees

Degree Program	Training Program		Specialty/Discipline	Number of Enrollees		Total Number of Enrollees	Number of URM Enrollees	Number of Disadvantaged Enrollees	Number of Expanded Nursing Training Positions
	Role	**Population Foci**		**Full-Time**	**Part-Time**				
(Select one)	**(Select one per row)**	**(Select one, if applicable)**	**(Select all that apply)**			**(Auto-calculated)**			**(ANEE)**

Program Description (continuation of N-1)

Number of Faculty Members Supported for Professional Development (ANE)		Average Number of Months to Complete the Program		Number of Graduates		Number of Trainees Receiving Clinical Training
Total	**URM Only**	**Full-Time**	**Part-Time**	**Total**	**URM Only**	

Instructions: Each row represents one nursing training program. Complete each column as described below for the reporting period. Trainees not receiving a degree will be counted in Table CE-1.The glossary contains clarifications and/or definitions of key terms.

Education/Degree Program Offered: Select the education/degree program offered by the program.

Selections: Diploma; Associate's degree; Bachelor's degree; Master's degree; Post-master's certificate; DNP; PhD/DNSc.

Complete the remaining table columns based on the training program role selection.

Training Program: For each training program, select the role and population foci.

Role: The roles should be mutually exclusive.

Selections for the registered nurse role include: BSN; CNL; Diploma; ADN; Trainees completing an AS.

Selections for the APRN roles include: Clinical nurse specialist; Nurse administrator; Nurse anesthetist; Nurse educator; Nurse informaticist; Nurse midwife; Nurse practitioner; Public health nurse.

Select 'N/A' if role is not applicable.

Population Foci: Selections: Acute care adult-gerontology nurse practitioner; Acute-care pediatric nurse practitioner; Adult Gerontology; Adult-Gerontology Primary Care Nurse Practitioner; Family Nurse Practitioner; Family/Individual Across Lifespan; Geropsychiatric; Neonatal; Neonatal Nurse Practitioner; Pediatric Primary Care Nurse Practitioner; Pediatrics; Psychiatric nurse specialists; Psychiatric/Mental Health Nurse Practitioner; Women's Health/Gender Related And Psychiatric Mental Health; Women's Health/Gender-Related Nurse Practitioner; N/A.

Specialty/ Discipline:

Nursing Selections: Ambulatory care; Cardiac rehabilitation; Cardiovascular; Case management; College health; Critical care; Emergency; Environmental health; Forensics; Gastroenterology; Genetics; HIV/AIDS; Home health; Hospice; Infectious disease; Long-term care; Occupational health; Oncology; Pain management; Palliative care; Perinatal; Public health; Public policy; Rehabilitation; Renal/nephrology; School health.

Non-Nursing Selections:

> **General Dentistry;**
>
> **Medicine Selections:** Alternative/Complementary Medicine**;** Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; Obstetrics/Gynecology/Women's Health;
>
> **Physician assistant**;
>
> **Pharmacy;**
>
> **Behavioral Health Selection:** Professional Behavioral/Mental Health Counseling; Psychology; Social Work; Substance Abuse Counseling;
>
> **Public Health:** Community Health Worker; Health Education/Behavior; Public Health (General Studies);
>
> **Other**

Select 'N/A' if Specialty/Discipline is not applicable.

Number of Enrollees: The number of enrollees by student status. **Count trainees only once**.

Number of Full-Time: Enter the number of full-time enrollees, as defined by the institution.

Number of Part-Time: Enter the number of part-time enrollees, as defined by the institution.

Total Number of Enrollees: The total number of enrollees will calculate automatically based on data entered from the previous columns.

Number of URM Enrollees Of the total number of enrollees, enter the number of underrepresented minorities.

Number of Disadvantaged: Of the total number of enrollees, enter the number of disadvantaged enrollees.

Number of Expanded Nursing Training Positions (ANEE program only): Of the total number of enrollees, enter the number of positions expanded through this grant.

Number of Faculty Members Supported for Professional Development (ANE program only): Enter the total number of faculty who received support to attend professional development activities, including continuing education activities, workshops, and seminars.

Number of URM Faculty Members Supported for Professional Development (ANE program only): Of the total number of faculty reported above, enter the number of underrepresented minority (URM) faculty.

Average Number of Months to Complete the Program: Enter the average number of months for **trainees** to complete the program. Calculation: Add the number of months attended by all trainees who completed the program during the reporting period and divide by the number of trainees who completed the program during the reporting period. Calculate the average for full-time trainees and part-time trainees.

Number of Graduates: Enter the total number of graduates who completed the program.

Number of URM Graduates: Of the total number of graduates reported above, enter the number of URM graduates who completed the program.

Number of Trainees Receiving Clinical Training: Enter number of trainees who received clinical training.

Table PY-1: Prior Year Completers and Graduates

Table purpose: To describe the training experiences and outcomes of prior academic year program completers and graduates, including subsequent employment in underserved areas and primary care.

Health Profession: (Select one)

Discipline: (Select all that apply)

Degree Obtained: (Select all that apply)

Year Graduated/ Completion	Nursing Training Program (Nursing Only)		Total # of Graduates	Total # of Completers who Received a Degree or Diploma	# of Program Graduates/ Completers Who Passed the Profession-Specific Certifying Exam or Boards (exclude AHEC, HCOP)	# of Graduates/ Completers Working in MUC or Dental HPSA (exclude AHEC, HCOP)	# of URM Graduates/ Completers Working in MUC or Dental HPSA (exclude AHEC, HCOP)	# of Graduates/ Completers Working in Rural Areas (exclude AHEC, HCOP)	# of Graduates/ Completers Working in Primary Care (exclude AHEC, HCOP)	# of Graduates/ Completers Employed as Faculty (exclude AHEC, HCOP)
	Role (ANE, AENT, NAT, NFLP, NEPQR, NWD) (Select one)	Populat ion Foci (ANE, AENT, NAT, NFLP, NEPQR, NWD) (Select one)								
2010-2011										
2009-2010										
2008-2009										
2007-2008										
2006-2007										

Continuation of PY-1:

# Program Graduates Accepted into Primary Care Residency (Pre-doctoral Training in Primary Care, Joint Degree)	# Graduates/ Completers Accepted into Health Professions Program (AHEC, HCOP, NWD)	# Graduates per Employment Site (PHT, PMR)								
		Academia	City/County Government	Community-based organization/ nonprofit	Federal Government	Hospitals	Private Industry	State Government	Unknown	Other

Continuation of PY-1:

Other Employment Site Type (required if # Graduates for Other is provided) (PHT, PMR)	# Employed in Field of Study	Faculty Level of Teaching (ANE, AENT, NAT, NFLP, NEPQR, NWD)		
		Two-Year College	Undergraduate-Level	Graduate-Level

Instructions: Complete the table per health profession/discipline/degree combination as described below for each of the five prior academic years. The glossary contains clarifications and/or definitions of key terms.

Note: Instruction for the AENT, ANE, EPAT, GTPD, Interdisciplinary and Interprofessional Joint Graduate Degree Program, Mental and Behavioral Health Education and Training, NAT, NFLP, NEPQR, PAT, PFD, Pre-doctoral Training in Primary Care, PCRE, Residency Training in Primary Care, and THC programs: **For the 2012 reporting period, these programs will not be required to enter data for the PY-1 table.** After selecting a health profession/discipline/degree combination in the EHB reporting system, five rows will automatically appear, you may delete four of the rows and enter zero "0" for all fields to proceed to the next form.

AHEC Instructions: This table is applicable only for participants in health careers enrichment/training activities. Each participant should only be counted once and should be counted in the row that corresponds to the year in which they received their degree or diploma.

Health Profession:

> **Selections**: Dentist; Medicine; Physician Assistant; Nursing; Behavioral Health/Public Health/Other

> HCOP, AHEC, NWD, COE Programs: Dentist; Medicine; Physician Assistant; Nursing; Behavioral Health/Public Health/Other; Pipeline

Discipline:

> For Pre-doctoral Training in Primary Care, Interdisciplinary and Interprofessional Joint Graduate Degree Program, Expansion of the Physician Assistant Training (EPAT) Program, and Physician Assistant Training in Primary Care (PAT) programs, discipline is not applicable.

> For AHEC Program, select Not Applicable (N/A) if discipline is not applicable.

> **Dentist Selections**: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program-; DPH 24 month program ; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

> OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician assistants: Disciplines are not applicable (N/A).

Nursing: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP- Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health;

Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Pipeline Selection: Refer to all discipline selections above.

Education/Degree Obtained:

Selections: Grades K-6; Grades 7-8; Grades 9-12; Post-high school/pre-college; Certificate; Two-year college/community college; Associates; Diploma (Nursing); Four-year college; Bachelors; Twelve-month post-baccalaureate; Pre-matriculation/pre-graduate school; Masters (MHA, MS, MSN, MSW, MPH, MSPH); Post-Masters Certificate; Doctorate (PhD, DNP, DNSc; DC, DPT); Post-Doctorate; Resident; Fellow; Faculty member; Post-graduate; Medicine Doctor (M.D.); Doctor of Osteopathy (D.O.); Doctor of Dental Surgery (D.D.S., D.M.D.); Doctor of Pharmacy (Pharm.D.); Doctor of Veterinary Medicine (D.V.M.); Doctor of Psychology (Psy.D.); Doctor of Public Health (Dr.P.H.), ScD (Doctor of Science), Doctor of Veterinary Medicine (D.V.M. or V.M.D.), Adult learner; Dislocated worker; Other.

Nursing Training Programs (Nursing programs only) (pre-populated after first year of data collected): For each program, enter the role and population foci.

Role: The roles should be mutually exclusive.

Selections for the registered nurse role include: BSN; CNL; Diploma; ADN; Trainees completing an AS;

Selections for the APRN roles include: Clinical nurse specialist; Nurse administrator; Nurse anesthetist; Nurse educator; Nurse informaticist; Nurse midwife; Nurse practitioner; Public health nurse.

Select 'N/A' if role is not applicable.

Population Foci: Selections: Acute care adult-gerontology nurse practitioner; Acute-care pediatric nurse practitioner; Adult Gerontology; Adult-Gerontology Primary Care Nurse Practitioner; Family Nurse Practitioner; Family/Individual Across Lifespan; Geropsychiatric; Neonatal; Neonatal Nurse Practitioner; Pediatric Primary Care Nurse Practitioner; Pediatrics; Psychiatric nurse specialists; Psychiatric/Mental Health Nurse Practitioner; Women's Health/Gender Related And Psychiatric Mental Health; Women's Health/Gender-Related Nurse Practitioner; N/A.

Total Number of Graduates (pre-populated after first year of data collected): Enter the number of graduates. For AHEC and HCOP programs, enter zero " 0", since this column is not applicable. For COE program, this refers to graduating with a degree from the health professions school.

Total Number of Program Completers who Received a Degree or Diploma (pre-populated after first year of data collected) (AHEC, HCOP, and NWD): Enter the number of program completers who received a degree or diploma from each of the prior academic years. Only include program completers where admission to a health professions training program is applicable.

Total Number of Graduates/Program Completers Who Passed the Profession-Specific Certifying Exam (exclude AHEC and HCOP programs): Enter the number of graduates/ program completers who passed the profession-specific certifying exam.

> **Physician Selections**: United States Medical Licensing Exam (USMLE) Step 1, Step 2, and Step 3.
> **PMR Selections:** American Board of Preventive Medicine (ABPM); American Osteopathic Board of Preventive Medicine (AOBPM)

> **Physician Assistant Selection:** Physician Assistant National Certifying Exam (PANCE).
> **Dentists**: (N/A)

> **Nursing**: National Council Licensure Examination (NCLEX). This column applies to NEPQR and NWD programs.

> **Allied Health/GTPD:** Certificate of Added Qualifications

Number of Program Graduates/ Completers Working in Medically Underserved Communities (MUC) or Dental HPSA (exclude AHEC and HCOP programs): Enter the total number of graduates/ program completers who work in MUC or Dental HPSA.

Number of URM Program Graduates/Completers Working in Medically Underserved Communities (MUC) or Dental HPSA (exclude AHEC and HCOP programs): Enter the number of URM graduates/ program completers who work in an MUC or Dental HPSA. (Subset of total number from above) . For COE program, enter the same number that was entered for the "Number of Program Graduates/Completers Working in Medically Underserved Communities (MUC) or Dental HPSA" column.

Number of Program Graduates/Completers Working in Rural Areas (exclude AHEC and HCOP programs): Enter the number of graduates/ program completers who work in rural areas.

Number of Program Graduates/Completers Working in Primary Care (exclude AHEC and HCOP programs): Enter the number of graduates/ program completers who work in primary care.

Number of Program Graduates/Completers Employed as Faculty (exclude AHEC and HCOP programs): Enter the number of graduates/ program completers employed as faculty members.

Number of Program Graduates Accepted into Primary Care Residency (Pre-doctoral Training in Primary Care, AAU, and Joint Degree programs only): Enter the number of graduates entering a residency program as a post-graduate year one (PGY 1) for the following disciplines: combine internal medicine-family medicine; combined internal medicine-pediatrics; family medicine; general pediatrics; internal medicine.

Number of Graduates/Completers Accepted into Health Professions Program (HCOP, NWD, AHEC programs only): Enter the total number of graduates/program completers from each of the prior academic years who were accepted in a health professions program. Health professions programs include : Allopathic medicine; Chiropractic; Clinical psychology; Clinical social work Community health worker; Dental hygiene; General dentistry; Epidemiology; First responder (EMP, paramedic, fire rescue, HazMat); Health administration; Health education; Health information systems/data analysis; Home health aide; Marriage and family therapy; Medical assistant; Nurse; Nurse midwife; Nurse practitioner; Nutrition; Occupational health; Optometry; Osteopathic medicine; Pharmacy; Physical therapy; Physician assistant; Podiatry; Professional counseling; Psychiatry; Psychology; Public health; Social work; Veterinary medicine; other.

Graduates per Employment Site (PHT, PMR programs only): For each Academic Year and Degree Discipline, indicate the number of graduates for each employment site. Employment site selections are Academia; Federal government; State government; City/county government; Hospitals; Community-based organization/nonprofit; Private industry; Unknown; Other.

Other Employment Site Type (PHT, PMR programs only): If number of graduates is provided for 'Other' employment site, enter employment site type.

Number Employed in Field of Study: Enter the number of graduates/program completers from the previous academic years employed in the field of study. For AHEC and HCOP programs, enter zero "0"**,** since this column is not applicable**.**

Faculty Level of Teaching (ANE, AENT, NAT, NEPQR, NFLP, and NWD programs only): For those employed as faculty, identify the level of teaching and enter the number of faculty in each teaching level: Two-year College; undergraduate-level; graduate-level.

Table PC-1 (1a.1, 1a.2): Primary Care: Program Level Supply Indicators

Table purpose: To provide information on the capacity of programs with primary care focus and trainee experiences, including program completion and outcomes.

PC-1a.1: Description of Training Program and Graduates

Health Profession: (Select one)

Primary Care Focus: (Select one)

Trainee Level: (Select one)

Trainee Level-Specific Program Focus: (Select one)

Health Profession	Primary Care Focus	Trainee Level	Trainee Level-Specific Program Focus	Degree Offered (Select all that apply)	Primary Degree Focus Area (Select one)	Secondary Degree Focus Area (Select one, if applicable)	Discipline (Select all that apply)	# of Positions Offered/Recruited	Total # of Program Graduates	Total # of URM Program Graduates	Number of Trainees Receiving Clinical Training
populated	populated	populated	populated								

Instructions: Complete each column as described below for the reporting period. Health Profession and Discipline selection values are populated from the Health Profession and Disciplines – Setup form. The selection made in the Health Profession column will prompt selections in the Primary Program Focus and Trainee Level columns. All other columns in the table must be answered for each trainee level. Count each trainee only once. The glossary contains clarifications and/or definitions of key terms.

Health Profession:

Selections: Dentist; Medicine; Physician Assistant.

Primary Care Focus:

Medicine and Dentist Selections: Academic department infrastructure development; Academic faculty training; Faculty training program infrastructure development; Graduate medical education; Medical school infrastructure development; Public health; Residency program infrastructure development; Residency training community; Undergraduate medical education; faculty training;

Physician Assistant Selections: Physician Assistant education program curriculum development, Physician assistant education program infrastructure development

Trainee Level:

Physician and Dentist Selections: Fellow; Medical student; Physician- academic; Physician-community; Physician-resident; Resident;

Physician Assistant Selections: Physician Assistant - academic; Physician Assistant - community; Physician Assistant-student; Physician Assistant-Resident.

For the purposes of this reporting, a physician or physician assistant –"community" is a provider working in a setting other than an academic department (e.g., community preceptor). 'Physician or physician assistant – "academic" is a provider working primarily in an academic department or unit (e.g., medical school, physician assistant training program, residency program, department of pediatrics).

Trainee Level-Specific Program Focus:

Selections: Clinical skills; Educator skills; Graduate medical education; Graduate –Physician Assistant.; Leadership/administrative skills; Public health; Research; Undergraduate medical education; Undergraduate – Physician Assistant;

All other columns in the table must be answered for each trainee level.

Degree Offered: Selections:

Medicine: Fellow; MD; DO; Resident; MD/MPH; DO/MPH; MD/MSPH; DO/MSPH; MD/DRPH; DO/DRPH; MD/EdD; DO/EdD; MD/MS; DO/MS; MD/ScD; DO/ScD; PhD; Not applicable (N/A).

> **For Interdisciplinary and Interprofessional Joint Graduate Degree Program**: DO; DO/MSPH; DO/DRPH; DO/EdD; DO/MS; DO/ScD; DO/PhD; Fellow; DO/MPH; MD/MPH; MD/MSPH; MD/DRPH; MD/EdD; MD/MS; MD/ScD; PhD; MD/PhD; MD; Resident, DO/MHS, DO/MPP, DO/ScM, MD/MHS, MD/MPP, MD/ScM; Not applicable (N/A).

Physician assistants: Associate's degree; Bachelor's degree; Master's degree (MPAS, MSPAS,); Doctoral degree; MPAS/MPH (physician assistant); MPAS/MS (physician assistant); MPAS/MMS (physician assistant); MPAS/DrPH; MPAS/PhD; DHSc/MPH; DrPH; ScD; Not applicable (N/A).

Dentists: DDS; Faculty member; Resident; Not applicable (N/A).

Primary Degree Focus Area: Selections: MD, DO, MSPAS, MPAS, MHS, MPP, ScM, MSPH, MPH Biostatistics; Community health education; Disease Prevention and Health Promotion; Education/leadership; Environmental health science; Epidemiology; Health policy and management; Infectious Diseases; Injury Control; Maternal and child health; Medical science; Pharmacotherapeutics; Public health administration and policy; Social and behavioral sciences.

Secondary Degree Focus Area: Selections: Doctor of Medicine, Doctor of Osteopathy, Doctor of Dental Surgery, Doctor of Dental Medicine, Master of Health Sciences, Master in Public Policy, Master of Science, Master of Science in Public Health, Master of Public Health, Communication and informatics; Diversity and culture; Leadership; Professionalism; Program planning; Public health biology; Systems thinking;

> **Expansion of the Physician Assistant Training (EPAT) Program and Physician Assistant Training in Primary Care (PAT) programs: Selections:** Master of Physician Assistant Studies, Master of Science in Physician Assistant Studies, Physician Assistant Communication and informatics; Diversity and culture; Leadership; Professionalism; Program planning; Public health biology; Systems thinking

Select 'N/A' if secondary degree focus area is not applicable.

Discipline:

> For Pre-doctoral Training in Primary Care, Interdisciplinary and Interprofessional Joint Graduate Degree Program, Expansion of the Physician Assistant Training (EPAT) Program, and Physician Assistant Training in Primary Care (PAT) programs, discipline is not applicable.

Dentist Selections: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician assistants: Disciplines are not applicable (N/A).

Number of Positions Offered or Recruited: Enter the number of residency positions or student and trainee positions offered or recruited for the training year.

Total Number of Program Graduates: Enter the number of program graduates.

Total Number of URM Program Graduates: Enter the number of URM program graduates.

Number of Trainees Receiving Clinical Training: Enter number of trainees who received clinical training.

PC-1a.2: Description of Enrollment and Outcomes

Health Profession	primary Care Focus	Trainee Level	Trainee Level-Specific Program Focus	Training Year (Select one)	Total # of Filled Positions by Training Year	# of Expanded Positions Added by Training Year	# of FTEs by Training Year	# of URM FTEs by Training Year	# of FTEs Receiving BHPr-Financial Assistance (by training year)	Attrition by Training Year	Attrition Among URMs by Training Year
Prepopulated from PC-1a.1	Prepopulated from PC-1a.1	Prepopulated from PC-1a.1	Prepopulated from PC-1a.1								

Instructions: This table is continued from table PC-1a.1. All other columns in the table must be answered for each trainee level. Complete each column as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

Training Year: Select training year 1, 2, 3, 4, 5, or 6.

Total Number of Filled Positions by Training Year: Enter the total number of filled positions by the training year (i.e., Training year 1, 2, 3, etc.). Count each trainee only once

Number of Expanded Positions Added by Training Year: Enter the number of expanded positions that were added to the program by training year (i.e., Training year 1, 2, 3, etc.). The baseline is the number of positions from the prior year.

Number of FTEs by Training Year: Enter the number of full time equivalents by training year (i.e., Training year 1, 2, 3, etc.). For physician assistant programs, enter the number of trainees by training year. Count each trainee only once

Number of URM FTEs by Training Year: Of the total from above, enter the number of underrepresented minority (URM) full-time equivalents in the program by training year (i.e., Training year 1, 2, 3, etc.). For physician assistant programs, enter the number of URM trainees by training year.

Number of FTEs Receiving BHPr Financial Assistance: Of the FTE total from above, enter the number of full-time equivalents who were supported by BHPr in the program by training year (i.e., Training year 1, 2, 3, etc.). For the purposes of this reporting, financial assistance includes tuition, fees, stipends and other trainee-related costs covered by the grant.

Attrition by Training Year: Enter the number of trainees who permanently left the program before completing the training year.

Attrition among URMs by Training Year: Enter the number of URM trainees who permanently left the program before completing the training year.

Table PC-R: Primary Care Curriculum Content

Table purpose: To capture the characteristics of the training curriculum in primary care programs and how the content was delivered to trainees.

Training Content Area	Required			Elective		
	Research	Didactic	Experiential	Research	Didactic	Experiential
Curriculum Content						
Chronic disease management						
Community outreach/service learning						
Comprehensiveness of care						
Continuity in care						
Coordination of care						
Cultural competency						
First contact care						
Health literacy						

Training Content Area	Required			Elective		
	Research	Didactic	Experiential	Research	Didactic	Experiential
Health promotion and disease prevention						
HIV/AIDS						
Informatics						
Interprofessional integrated models of care						
Minority health issues						
Person-focused continuous care						
Patient-centered medical homes						
Public health						
Quality improvement and patient safety						
Research techniques						
Team-based care						

Training Content Area	Required			Elective		
	Research	Didactic	Experiential	Research	Didactic	Experiential
Other (Specify)						
Teaching Strategies						
Curriculum Development						
Grant Writing						
Leadership Development						
Mentoring Techniques						
Peer Teaching						
Other (Specify)						

Instructions: Complete each column for the appropriate content area as described below for the reporting period. The glossary contains clarification and/or definitions of key terms. (Complete a separate table per discipline selected in the Health Profession and Discipline - Setup form.)

The Training Content Area column is a list of curriculum content that the program might focus on. In subsequent columns grantees can select how the content was delivered. Only respond to content areas in which you can provide additional documentation and you could highlight during a site visit from the agency. For all selected items, grantees must provide more detail in the progress or final report.

Required or Elective: Indicate if the training was required or elective using the following definitions: (1) Training in a **required** content area is necessary for a trainee to complete the training program; and (2) Training in an **elective** content area is encouraged for trainees but is not a requirement to complete the training program.

Mode: Indicate the mode of delivery for the appropriate content areas. **Selections:** didactic; experiential; research. Use the following definitions to make this determination: (1) training should be considered didactic if it involves traditional classroom or virtual education forums wherein trainees receive instruction from a designated faculty members and/or clinicians; (2) experiential training encompasses the wide array of clinical or field experience during which trainees are supervised in practice; and (3) research training generally involves the supervision of trainees in conducting studies in clinical and/or academic environments. Such training may involve literature reviews, development of data collection protocols, data collection, data analysis, results interpretation, and/or the dissemination of research findings.

Table R-1 (1a, 1b): Residency Programs: Program Level Supply Indicators

Table purpose: To provide information on the capacity of residency programs and trainee experiences, including program completion and trainee outcomes.

R-1a: Program and Completers Description

General Program Information				
Health Profession **(Select one)**	**Residency Discipline/ Type** **(Select one)**	**Newly-Accredited Residency Program** **(Y/N)**	**Partners/ Leveraging/ Collaborative** **(Select all that apply)**	**Total # of Residency Completers**

Instructions: Complete each column as described below for the reporting period. Health Profession and Residency Discipline/Type values are populated from the Health Profession and Disciplines – Setup form. The selection made in the Health Profession column will prompt selections in the Residency Discipline/Type column. All other columns in the table must be answered for each residency discipline/type. Add additional rows if you have multiple residency discipline/types in your program. The glossary contains clarifications and/or definitions of key terms.

Notes:

- T91 **Teaching Health Center (THC)** grantees should include ALL residents in their program (i.e. THC –funded and non-funded residents).
- D33/D5H and UD6 **Preventive Medicine Residency (PMR)** grantees will report PMR graduates as program completers for the purpose of BHPr reporting.

General Program Information:

Health Profession:

    Selections: Dentist; Medicine; Physician Assistant; Nursing; Behavioral Health/Public Health/Other;

Residency Discipline/Type:

    Dentist Selections: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

    OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

    Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

    Physician assistants: Disciplines are not applicable (N/A).

    Nursing: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed

Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP-Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Newly-Accredited Residency Program during the Reporting Period: Indicate if the program is newly accredited by the Accreditation Council for Graduate Medical Education (ACGME), the American Osteopathic Association (AOA), or the Council on Dental Accreditation (CoDA) ('Yes' or 'No'). Do not indicate programs that were re-accredited or accredited prior to the reporting period.

Partners/Leveraging/Collaborative: Select each type of organization or academic unit listed that your program partners with, collaborates, or leverages. Select up to three of the following: **Selections**: Academic department- Other academic departments (other disciplines); Academic department -other academic institution; Business/industry – For profit; Community Mental Health Center; Federal Government –Other; Federal Government -Veterans Affairs; Federal Government-Centers for Disease Control and Prevention (CDC) program; Federally-qualified health center or look-alikes (FQHC – includes health care for the homeless; primary care public housing, migrant health center, school-based health center, rural health clinic); Other community health center (i.e. free clinic); Health department- Local; Health department- State; Health department- Tribal; Health disparities research center; Health policy center; Hospital; Medical school; No partners; Nonprofit organization; Other HRSA program – Comprehensive Geriatric Education Program (CGEP); Other HRSA program – Geriatric Education Center (GEC); Other HRSA program – Health Careers Opportunity Program (HCOP); Other HRSA program – Nurse Education, Practice, Quality and Retention (NEPQR); Other HRSA program – Public Health Training Center (PHTC); Other HRSA program– Area Health Education Center (AHEC); Other Local Government programs; Racial/ethnic population entity or research center (e.g., Asian, Native Hawaiian/Other Pacific Islander, Black/African-American, American Indian/Alaska Native, White, Hispanic/Latino); School of Public Health; State Governmental Programs; State public health association; Other.

Total Number of Residency Completers: Enter the total number of residency completers per program.

R-1b: Program Positions Description and Outcomes

Health Profession (Select one)	Residency Discipline/ Type (Select one)	Training Year	Accredited Positions		Offered Positions	Actual Positions					Attrition of Resident	Attrition Among URM Resident
			# Accredited Residency Positions	# New Accredited Residency Positions Added during Reporting Period	# Residency Positions Recruited	Total # Filled Residency Positions	# Expanded Resident Positions Added	# Resident FTEs	# URM Residents FTEs	# BHPr-Supported FTEs		

Instructions: R-1b is a continuation of R-1a. Complete this table per residency discipline/type per training year as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

T91 **Teaching Health Center (THC)** grantees should include ALL residents in their program (i.e. THC –funded and non-funded residents).

Health Profession:

   Selections: Dentist; Medicine; Physician Assistant; Nursing; Behavioral Health/Public Health/Other;

Residency/Discipline Type:

Dentist Selections: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician assistants: Disciplines are not applicable (N/A).

Nursing: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP- Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Training Year: Select training year 1, 2, 3, 4, 5, or 6.

Accredited Positions

Number of Accredited Residency Positions per Year of Training: Enter the number of approved residency positions (at the beginning of the reporting period) by the ACGME, AOA, CDA, or CODA accreditation programs per year of training (e.g., Year one, two).

Postdoctoral Training in General, Pediatric, and Public Health Dentistry programs (D88, D84, also D13 and D5G): Programs that have discretion in the allotment of accredited residency positions among program years should enter their goals for each program year. In such cases the total number of positions across years should equal the total number of accredited positions.

Number of Newly Accredited Residency Positions Added during Reporting Period: Enter the number of additional residency positions that are newly approved by the ACGME, AOA, or CODA accreditation programs. (Subset of total number from above)

Offered Positions:

Number of Residency Positions Recruited: Enter the number of residency positions recruited for per training year (e.g., Year one, two).

Actual Positions:

Total Number of Filled Residency Positions (by Training Year): Enter the total number of residency positions filled per training year (e.g., Year one, two).

Number of Expanded Resident Positions Added: Of the total number of positions filled, enter the number of new resident positions added per training year (e.g., Year one, two). The baseline is the number of positions from the prior year.

Number of Resident FTEs: Enter the total number of resident full time equivalents (FTE) per training year. For PMR programs, enter data for post-graduate year two and post-graduate year three (PGY2 and PGY3).

Number of URM Resident FTEs: Of the FTE total number from above, enter the number of URM resident full time equivalents (FTE) by training year. For PMR programs, enter data for postgraduate year two and post-graduate year three (PGY2 and PGY3).

Number of BHPr-Supported FTEs: Enter the number of FTEs who receive BHPr financial support (e.g., tuition assistance) from this grant. For the purposes of this reporting, financial support includes tuition, fees, and stipends.

Attrition of Resident Enrollees: Enter the number of resident enrollees who permanently left the program before completion by training year. (Not for Oral Health Post Doctoral Program-see program specific table PDD.)

Attrition among URM Resident Enrollees: Indicate the number of URM resident enrollees who permanently left the program before completion by training year. For PMR programs, enter the number of URM resident enrollees dropping out in PGY2 and PGY3. (Not for Oral Health Post Doctoral Program-see program specific table PDD.)

Table EXP-1 (1a, 1b): Experiential and/or Clinical Training (Sites/Clinic Programs)

Table purpose: To describe the experiential and/or clinical training experiences offered.

Table EXP-1a: Training Site Description

Select Discipline/specialty or role: (Select One per Row):_____

Training Site/ Clinical Program Name	Training Site Address (One per row)	Training Site Type (Select one)	Training Setting (Select all that apply)	Training Objective/Description (Services Provided) (Exclude IMP)	Vulnerable Populations Served (Select all that apply)	Partnering/ Leveraging (Exclude IMP) (Select up to three)	Interprofessional/ Interdisciplinary Training (Y/N) (exclude GACA, COE)	Disciplines that Participated in Inter-professional Training (exclude GACA, COE, IMP)	Number of Clinical Trainings per Site (exclude PMR, IMP)	Total # Trainees at Site

Continuation of EXP-1a:

Primary Training Competency Offered in Setting (PHTC) (Select one)	Secondary Training Competency Offered in Setting (PHTC) (Select one)	Number of Undergraduate-Level Trainees (NEPQR, NMHC)			Number of Graduate-Level Trainees (NEPQR, NMHC)			Populations Served (NEPQR, NMHC)			Clinic services provided (NEPQR, NMHC) (Select all that
		Enrollees	Completers	Attrition	Enrollees	Completers	Attrition	Total Number Served	Number of URMs	Number of Women	

										apply)

Instructions: Each row represents an experiential and/or clinical training site. Add training sites for each discipline/specialty or role. Complete each column as described below. Discipline/specialty or role selection values are populated from the Health Profession and Disciplines – Setup form. The glossary contains clarifications and/or definitions of key terms.

AHEC Instructions: This table is applicable only to *clinical* training sites.

Post-Doctoral Training in General, Pediatric, and Public Health Dentistry Instructions: Do not include continuing education.

UD6 Integrative Medicine Program (IMP) Instructions: Enter the disciplines the resident interacted with in the learning environment and practicum. for the "Disciplines that Participated in Interprofessional Training" column.

Discipline/specialty: Indicate the discipline/specialty or role

> For Pre-doctoral Training in Primary Care, Interdisciplinary and Interprofessional Joint Graduate Degree Program, Expansion of the Physician Assistant Training (EPAT) Program, and Physician Assistant Training in Primary Care (PAT) programs, discipline is not applicable.

> For AHEC Program, select Not Applicable (N/A) if discipline is not applicable.

> **Dentist Selections**: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician assistants: Disciplines are not applicable (N/A).

Nursing: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP-Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior –

Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Training Site/Clinical Program Name: Enter the Site name.

Training Site Address: Enter the street address (Do not enter a P.O Box), city, state, and nine-digit zip code of the training site.

Training Site Type:

Selections: Academic institution; Acute care services; Aerospace operations setting; Ambulatory practice sites (e.g. Geriatric ambulatory care; designated by State governor); Community Health Center (CHC) (i.e. Migrant health center; rural); Other community health center (i.e. free clinic); Community Behavioral Health Center; (i.e. Geriatric behavioral/mental health units; Community care programs for elderly mentally challenged individuals); Community-based organization; Day and home care programs (i.e. Home Health); Dental services; Extended care facilities; Federal and State Bureau of Prisons; Hospice; Hospital-academic center; Hospital-community; Hospital-federal; Hospital-non-profit; Hospital- for profit; Indian Health Service (IHS) or Tribal health site; International nonprofit/nongovernmental organization; Local health department, Mobile unit; National health association; Physician Office; Senior Centers; School-based clinic; Specialty clinics (e.g. mental health practice, rehabilitation, substance abuse clinic); State Health department; Surgery clinic; Long-term Care Facility; Veterans Affairs Healthcare (e.g. VA hospital); Other (specify).

Training Setting: Selections: Federally-qualified health center and look-like (FQHC – health care for the homeless; primary care public housing, migrant health center, school-based health center, rural health clinic); Frontier location; HPSA and dental HPSA; Medically Underserved Communities (MUC); Rural location; Not Applicable.

Training Objective/Description (Services Provided) (not applicable to IMP program): Briefly describe the primary objective of the training offered.

Vulnerable Populations Served: Selections: Adolescents; Children; Chronically ill; College students; Homeless individuals; Individuals with HIV/AIDS; Individuals with mental health or substance abuse disorders; Migrant workers; Military and/or military families; Older adults; People with disabilities; Pregnant women and infants; Unemployed; Returning war veterans (Iraq or Afghanistan); Veterans; Victims of abuse or trauma; Other(Specify).

Partnering/Leveraging (not applicable to IMP program): Select each type of organization or academic unit listed that your program partners with, collaborates, or leverages.

> **Selections:** Academic department- Other academic departments (other disciplines); Academic department -other academic institution; Business/industry – For profit; Community Mental Health Center; Federal Government –Other; Federal Government -Veterans Affairs; Federal Government-Centers for Disease Control and Prevention (CDC) program; Federally-qualified health center or look- alike (FQHC – includes health care for the homeless; primary care public housing, migrant health center, school-based health center, rural health clinic); Other community health center (i.e. free clinic); Health department- Local; Health department- State; Health department- Tribal; Health disparities research center; Health policy center; Hospital; Medical school; No partners; Nonprofit organization; Other HRSA program – Comprehensive Geriatric Education Program (CGEP); Other HRSA program – Geriatric Education Center (GEC); Other HRSA program – Health Careers Opportunity Program (HCOP); Other HRSA program – Nurse Education, Practice, Quality and Retention (NEPQR); Other HRSA program – Public Health Training Center (PHTC); Other HRSA program– Area Health Education Center (AHEC); Other Local Government programs; Racial/ethnic population entity or research center (e.g., Asian, Native Hawaiian/Other Pacific Islander, Black/African-American, American Indian/Alaska Native, White, Hispanic/Latino); School of Public Health; State Governmental Programs; State public health association; Other.

Interprofessional/Interdisciplinary Education (not applicable to GACA and COE programs): Indicate if trainees' learning outcomes pertained to interprofessional/interdisciplinary teamwork ('Yes' or 'No').

Disciplines that Participated in Inter-professional Training (not applicable to GACA, COE, and IMP programs):

For Pre-doctoral Training in Primary Care, Interdisciplinary and Interprofessional Joint Graduate Degree Program, Expansion of the Physician Assistant Training (EPAT) Program, and Physician Assistant Training in Primary Care (PAT) programs, discipline is not applicable.

For AHEC Program, select Not Applicable (N/A) if discipline is not applicable.

Dentist Selections: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician assistants: Disciplines are not applicable (N/A).

Nursing: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP-Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse

Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Number of Clinical Trainings per Site (not applicable to PMR and IMP programs): Enter the total number of clinical trainings that occurred at each site.

AHEC Instruction: Use the following interpretation: Enter the total number of clininal rotations that occurred at each site.

GACA, GTPD, GEC, CGEP Instruction: Use one of the following interpretations that are applicable to your program: Enter the total number of clinical trainings that occurred at each site; Enter the total number of rotations that occurred at each site; or Enter the total number of practicumsthat occurred at each site.

PHTC Instruction: Use the following interpretation: Enter the total number of projects that occurred at each site.

Total Number of Trainees at Site: Enter the total number of trainees.

Primary Training Competency Offered in Setting (PHTC): Selections: Analytical/assessment skills; Policy development program planning skills; Communication skills; Cultural competency skills; Community dimensions of practice skills; Public health sciences skills; Financial planning and management skills; or Leadership and systems thinking skills.

Secondary Training Competency Offered in Setting (PHTC): Selections: See competency selections above, if applicable.

Number of Undergraduate-Level Trainees (NEPQR and NMHC): Enter the number of Undergraduate-level enrollees; completers and attrition in each clinical program.

Number of Graduate-Level Trainees (NEPQR and NMHC): Enter the number of Graduate-level enrollees, completers and attrition in each clinical program.

Populations Served (NEPQR and NMHC): For each clinical program offered, enter the following information:

Total Number Served: Enter the total number of people served.

Number URMs: Of the total, enter the number of URMs served.

Number of Women: Of the total, enter the number of women served.

Clinic Services Provided (NEPQR and NMHC): **Selections**: Disease prevention/health promotion; Disease management; Mental/behavioral health (includes substance abuse); Primary care.

Table EXP-1b: Experiential/Clinical Training – Disciplines of Staff Trained (GACA only)

Table purpose: To capture number of number of clinical staff trained per discipline.

Discipline/Specialty	Training Site/Clinical Program Name	Disciplines of Staff Trained (Select one)	Number of Clinical Staff Members Trained per Discipline
Populated from EXP-1a	**Populated from EXP-1a**		

Instructions: This table is a continuation of Table EXP-1a. Each row represents combination of discipline/specialty and training site/clinical program name identified in EXP-1a. Complete each column as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

Disciplines of Staff Trained: Select the health professional discipline(s) of clinical staff trained. Selections: allopathic medicine; osteopathic medicine; nursing; social work; psychology; dentistry; pharmacy; public health; or Other (specify).

Number of Clinical Staff Members Trained: Enter the number of clinical staff members trained per discipline.

Table EXP-2: Experiential Training -Type and Number of Training Sites per Training Year (outcome)

Table purpose: To classify the type and number of clinical or experiential training sites offered.

Select Role: (Drop down)

Training Site Type (Select one)	Number of Training Sites	Number of Trainees

Instructions: Each row represents a type of clinical or experiential training site for the role selected. Enter the number of training sites for the reporting period. The glossary contains definitions of key terms.

Note: EXP-2 Ttable only applies to nursing programs.

Role: The roles should be mutually exclusive.

Selections for the registered nurse role include: BSN; CNL; Diploma; ADN; Trainees completing an AS;

Selections for the APRN roles include: Clinical nurse specialist; Nurse administrator; Nurse anesthetist; Nurse educator; Nurse informaticist; Nurse midwife; Nurse practitioner; Public health nurse.

Select 'N/A' if role is not applicable.

Training Site Types:

Selections: Academic institution; Acute care services; Aerospace operations setting; Ambulatory practice sites (e.g. Geriatric ambulatory care; designated by State governor); Community Health Center (CHC) (i.e. Migrant health center; rural); Other community health center

(i.e. free clinic); Community Behavioral Health Center; (i.e. Geriatric behavioral/mental health units; Community care programs for elderly mentally challenged individuals); Community-based organization; Day and home care programs (i.e. Home Health); Dental services; Extended care facilities; Federal and State Bureau of Prisons; Hospice; Hospital-academic center; Hospital-community; Hospital-federal; Hospital-non-profit; Hospital- for profit; Indian Health Service (IHS) or Tribal health site; International nonprofit/nongovernmental organization; Local health department, Mobile unit; National health association; Physician Office; School-based clinic; Specialty clinics (e.g. mental health practice, rehabilitation, substance abuse clinic); State Health department; Surgery clinic; Long-term Care Facility; Veterans Affairs Healthcare (e.g. VA hospital); Other (specify).

Number of Training Sites: Enter the number of sites where experiential and/or clinical training occurred.

Number of Trainees: Enter the number of trainees.

Table IND-GEN: Individual Trainee General Characteristics

Table purpose: To describe the individual trainee's general characteristics.

Table IND-GEN: Individual Trainee General Characteristics

Trainee Unique ID	Educational Level/Highest Degree Earned (Select one)	Gender (M/F)	Age (Select one)	Ethnicity (Select one)	Race (Select one)	Rural/Urban/ Suburban/ Frontier Background (Select one)	Disadvantaged Background (Y/N/Unknown)	Discipline/Specialty (Select one) (AHEC- Clinical Trainees Only)	Trainee Status (Select one)	Type of BHPr Support/Financial Award (Select all that apply) (exclude AHEC, GEC)

Continuation of IND-GEN:

BHPr Financial Award Amount (exclude AHEC, GEC)	Did the Trainee Leave the Program Before Completion? (Y/N)	Did the Trainee complete the Program? (Y/N)	If Yes, Next Step after completion? (Select one) (GPE)	Completer Applied the Training to Certification or Credentialing (Y/N/Unknown, or N/A) (exclude CGEP, DFLRP, GPE)	Did the trainee pass the Profession-Specific Certifying Exam or Boards? (Y/N/Unknown) (exclude DFLRP, HCOP)	Did the Trainee Graduate? (Y/N) (GPE)	If Yes, Next Step after Graduation (Select one) (GPE)	Training Program (ANEE, AENT, NAT, NFLP)	
								Role	Population Foci

Continuation of IND-GEN:

Trainee Earned Degree? (Y/N) (AENT, ANEE, NAT, NEPQR, NFLP)	Clinical Training? (Y/N) (AENT, AHEC, ANEE, COE, NAT, NEPQR, NFLP, NWD, Pre-doc training in Primary Care)	If Completed, Intent to Pursue Health Professions Training? (Y/N) (AHEC – Health Careers Trainees only, COE, HCOP, NWD)	Did the Trainee Receive a Degree or Diploma? (Y/N) (exclude AENT, ANEE, GPE, NAT, NEPQR, NFLP)	If Received a Degree or Diploma, Accepted into Health Professions Program (Y/N/Unknown) (AHEC-Health Careers Trainees only, COE, HCOP, NWD)	If Accepted, Select Health Professions Program (Select one) (AHEC-Health Careers Trainees only, COE, HCOP, NWD)	Type of Degree Earned (Select one)	Grant Purpose (Select all that apply) (CGEP) (PHT)	Applied the Training to National Cert in Geriatrics? (Select one) (CGEP)	Applied the Training to State Cert in Geriatrics? (Select one) (CGEP)

Instructions: Add a row for each individual trainee: Complete each column in the row as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

U76/U77 AHEC Instructions: This table will capture individual-level data for health careers enrichment/training participants and clinical training participants. However, refer to column-specific instructions which indicate columns that are applicable only to health careers enrichment/training participants or only to clinical training participants.

D88/D84/D5G/D13 Postdoctoral Training in General, Pediatric, or Public Health Dentistry and Dental Public Health: Report on only trainees receiving direct support (Tuition and Fees and Stipends) from the grant.

Trainee Unique ID: Enter a seven digit alpha-numeric unique identifier for each trainee.

Education Level/ Highest degree earned: Select the trainee's highest educational level. If in a non-degree program (e.g. K-12; post-baccalaureate, residencies/fellowships) select the highest degree earned. If HRSA grant is supporting a degree, diploma, or certification then select degree in progress.

      Selections: Grades K-6; Grades 7-8; Grades 9-12; Post-high school/pre-college; Certificate; Two-year college/community college; Associates; Diploma (Nursing); Four-year college; Bachelors; Twelve-month post-baccalaureate; Pre-matriculation/pre-graduate school; Masters (MHA, MS, MSN, MSW, MPH, MSPH); Post-Masters Certificate; Doctorate (PhD, DNP, DNSc; DC, DPT); Post-Doctorate; Resident; Fellow; Faculty member; Post-graduate; Medicine Doctor (M.D.); Doctor of Osteopathy (D.O.); Doctor of Dental Surgery (D.D.S., D.M.D.); Doctor of Pharmacy (Pharm.D.); Doctor of Psychology (Psy.D.); Doctor of Public Health (Dr.P.H.), ScD (Doctor of Science), Doctor of Veterinary Medicine (D.V.M. or V.M.D.), Adult learner; Dislocated worker; Other (Specify).

Gender: Indicate Male or Female.

Age: Selections: Under 20 years; 20-29 years; 30-39 years; 40-49 years; 50-59 years; 60-69 years; 70 years or older; Unknown.

Ethnicity: Selections: Hispanic/Latino or Non-Hispanic/Non-Latino.

Race:
      Selections: American Indian or Alaska Native; Asian (Not Underrepresented); Asian (Underrepresented); Black or African-American; Native Hawaiian or Other Pacific Islander; White; More Than One Race; and Unknown.

Rural/Urban/Suburban/Frontier background: Indicate if trainee is from a rural, urban, suburban, frontier background or unknown.

Note: The selections are limited to **Rural**, **Urban** and **Unknown** background. The **Suburban and Frontier selections are not required** and will not be available in the EHB reporting system.

Disadvantaged Background: Indicate if the trainee is from a disadvantaged background ('Yes' or 'No' or 'Unknown'.).

Discipline/Specialty: Indicate the discipline.

> For Pre-doctoral Training in Primary Care, Interdisciplinary and Interprofessional Joint Graduate Degree Program, Expansion of the Physician Assistant Training (EPAT) Program, and Physician Assistant Training in Primary Care (PAT) programs, discipline is not applicable.
>
> For AHEC Program (Clinical Trainees Only), select Not Applicable (N/A) if discipline is not applicable.
>
> **Dentist Selections**: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);
>
> OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)
>
> **Medicine Selections:** Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician assistants: Physician assistance

Nursing: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP-Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Pipeline Selection: Refer to all discipline selections above.

Trainee Status: Indicate the status of each trainee (part-time faculty; full-time faculty; part-time trainee; full-time trainee) as defined by institution. Select part-time or full-time trainee only for non-faculty member.

Postdoctoral Training in General, Pediatric, or Public Health Dentistry and Dental Public Health program: Full time or part-time trainees in a residency program should be counted as a trainee regardless of if they hold a faculty appointment at an educational institution or program.

Type of BHPr Financial Award (Not applicable for AHEC Program):

Selections: Fellowships; Scholarships; Stipend; Traineeship; Loan. If the trainee did not receive a financial award, select 'N/A'

BHPr Financial award amount (Not applicable for AHEC Program): Enter the financial award amount from this BHPr grant supporting the trainee.

Did the Trainee Leave the Program Before Completion? Selections: Yes, No.

Did the trainee complete the Program: Indicate if the trainee completed the program. Selections: Yes, No

GPE: Indicate if the trainee successfully met the didactic and/or clinical requirements of a course of study or training program.

If Yes, Next Step after Completion (GPE program only): If select yes, please select appropriate option that best represents next steps for trainee upon completion of the Graduate Psychology Education program: continued on to next level training; internship; residency; post doctoral

fellowship; next level degree program; other (specify). If the trainee did not complete the program, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Completer Applied the Training to Certification or Credentialing (Not applicable for DFLRP, CGEP, and GPE programs): Indicate if the completer applied the training to National, State certification, continuing education, or employment requirements ('Yes', 'No', or 'Unknown'). If the trainee did not complete the program, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Did the trainee pass the Profession-Specific Certifying Exam or Boards? (Not applicable for HCOP and DFLRP programs): Indicate if the trainee passed the Profession-Specific Certifying Exam or Boards ('Yes', 'No', 'Unknown', or 'N/A').

If certification, credentialing, or Board examinations is only known on a percentage basis for your program indicate "Unknown" for each trainee and report the percentage in a comment section."

Did the Trainee Graduate? (GPE only) Indicate if the trainee graduated ('Yes' or 'No'). Graduate refers to a trainee who has successfully completed all educational requirements for a specified academic program of study culminating in a degree or program.

If Yes, Next Step after Graduation (GPE only): If select yes to "Did the Trainee Graduate?", please select appropriate option that best represents next steps for graduate trainee upon graduation: next level training; internship; residency; post doctoral fellowship; next level degree program; other (specify).). If the trainee did not graduate, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Training Program (AENT, AENT, NAT, and NFLP only): For each trainee, select the role and population foci.

Role: The roles should be mutually exclusive.

Selections for the registered nurse role include: BSN; CNL; Diploma; ADN; Trainees completing an AS;

Selections for the APRN roles include: Clinical nurse specialist; Nurse administrator; Nurse anesthetist; Nurse educator; Nurse informaticist; Nurse midwife; Nurse practitioner; Public health nurse.

Select 'N/A' if role is not applicable.

Population Foci: Selections: Acute care adult-gerontology nurse practitioner; Acute-care pediatric nurse practitioner; Adult Gerontology; Adult-Gerontology Primary Care Nurse Practitioner; Family Nurse Practitioner; Family/Individual Across Lifespan; Geropsychiatric; Neonatal; Neonatal Nurse Practitioner; Pediatric Primary Care Nurse Practitioner; Pediatrics; Psychiatric nurse specialists; Psychiatric/Mental Health Nurse Practitioner; Women's Health/Gender Related And Psychiatric Mental Health; Women's Health/Gender-Related Nurse Practitioner; N/A.

Trainee Earned a Degree (ANEE, AENT, NAT, NFLP, NEPQR, and NWD programs only): Did the trainee earn a degree? (Y/N)

Clinical Training? (AHEC, COE, NWD, NFLP, AENT, ANEE, NAT, NEPQR, Pre-doc training in Primary Care programs only): For each program, indicate if clinical training was used ('Yes' or 'No'). For purposes of this reporting, clinical training involves trainee-patient encounters.

If Completed, Intent to Pursue Health Professions Training? (HCOP, AHEC- Health Careers Trainees, NWD, and COE programs only): Indicate whether the trainee who completed the program intends to pursue health professions training ('Yes' or 'No'). If the trainee did not complete, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved. **For COE Completers**, "intent to purse health professions training" refers to residency or fellowship.

Did the Trainee Receive a Degree or Diploma? (not applicable for GPE, ANEE, AENT, NAT, NFLP, NEPQR programs) Indicate if the trainee graduated ('Yes' or 'No').

> **U76/U77 AHEC Only**: Indicate if the trainee graduated ('Yes', 'No', or **'N/A'**).

If Received Degree/Diploma, Accepted Into Health Professions Program (HCOP, AHEC- Health Careers Trainees, NWD, and COE programs only): Indicate if the graduate was accepted into a health professions school (Y/N/ Unknown). If the trainee did not graduate, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

> **U76/U77 AHEC:** Only applicable to health careers enrichment participants.

If Accepted, select Health Professions Program (HCOP, AHEC- Health Careers Trainees, NWD, and COE programs only): If graduate was accepted into health profession program, Select the program. Health professions programs include: Allopathic medicine; Osteopathic Medicine; Chiropractic; Clinical psychology (HCOP and COE only); Clinical social work (HCOP and COE only); Community health worker; Dental hygiene; General dentistry; Epidemiology; First responder (EMP, paramedic, fire rescue, HazMat); Health administration; Pharmacy; Mental/Behavioral Health; Podiatry; Veterinary Medicine; Optometry; Marriage and Family Therapy; Professional Counseling; Physician Assistant.

U76/U77 AHEC: Only applicable to health careers enrichment participants.

Type of degree earned (PHT program only): Select the type of degree the graduate earned. Selections: MPH; MSPH; MS; MHA; DrPH; PhD; ScD; Other (specify); N/A. If trainee did not complete the program, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Grant Purpose (CGEP program only): Select the grant purpose(s) for which the trainee serves: CGEP-1 (Provide training to individuals who will provide geriatric care for the elderly); CGEP-3 (Train faculty members in geriatrics); and CGEP-5 (Establish traineeships for individuals preparing for advanced education nursing degrees in geriatric nursing, long-term care, gero-psychiatric nursing, or other nursing areas that specialize in the care of the elderly population.)

Applied the Training to National Certification in Geriatrics? (CGEP program only) Indicate if the completer applied the training to a national certification in geriatrics ('Yes' or 'No'). If the trainee did not complete, select N/A.

Applied the Training to State Cert in Geriatrics? (CGEP program only) Indicate if the completer applied the training to a State certification in geriatrics ('Yes' or 'No'). If the trainee did not complete, select N/A.

Table IND-FAC: Individual Faculty Trainee Characteristics

Table purpose: To describe the individual faculty trainee characteristics.

Table IND-FAC: Individual Faculty Characteristics

Trainee Unique ID	Was the Faculty Promoted? (Y/N)	Promotion Position (Select one)	Intent to Teach? (Y/N) (exclude DFLRP)	Course Title Completed by Faculty Trainee (GACA, Faculty Development: Integrated Technology into Nursing Education and Practice)	Additional Degree (PFD and Joint Degree)	
					Degree (Select one)	Discipline/Specialty (Select one)
Populated from IND-GEN						

Instructions: Each row refers to a faculty trainee identified in IND-GEN. Complete each column in the row as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

Was the Faculty Promoted? Indicate if the faculty trainee was promoted including first appointments ('Yes' or 'No'). If trainee was not a faculty trainee, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Promotion Position: If the faculty was promoted, select the position to which the faculty was promoted. Selections: Assistant professor; Associate professor; Professor. If trainee was not promoted, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Intent to Teach? (not applicable for DFLR program): Does the trainee express an intention to teach? ('Yes' or 'No')

> **D86 FDD:** Does the current or non-current faculty trainee who participated in the faculty development program plans to teach in General, Pediatric or Public Health dentistry at any institution? ('Yes' or 'No')

Course Title completed by faculty trainee (GACA and Faculty Development: Integrated Technology into Nursing Education and Practice programs only): Select the applicable courses completed by the individual faculty trainee. The list of courses is pre-populated from faculty development courses entered in CE-1.

Additional Degree (if applicable) (PFD and Joint Degree program only):

Degree selections: DrPH; EdD; MPH; MSPH; MCR; MS; ScD; N/A.

Discipline/specialty: Indicate the discipline.

For Pre-doctoral Training in Primary Care, Interdisciplinary and Interprofessional Joint Graduate Degree Program, Expansion of the Physician Assistant Training (EPAT) Program, and Physician Assistant Training in Primary Care (PAT) programs, discipline is not applicable.

Dentist Selections: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry; Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other.

Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician assistants: Disciplines are not applicable (N/A).

Nursing: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP- Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other.

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other.

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other.

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other.

Table IND-INTPRAC: Individual Intent to Practice Characteristics

Table purpose: Describe the individual trainee's intention to practice in specific settings

Trainee Unique ID	If Completed the Program, Intent to Practice? (Exclude AHEC, COE, GPE, HCOP, NWD) (Y/N)			If Graduated, Intent to Practice? (GPE) (Y/N)			If Received a Degree or Diploma, Intent to Practice? (AHEC, COE, HCOP, NWD) (Y/N)		
	Primary Care Setting (Select one)	**Medically Underserved Community** (Select one)	**Rural Setting** (Select one)	**Primary Care Setting** (Select one)	**Medically Underserved Community** (Select one)	**Rural Setting** (Select one)	**Primary Care Setting** (Select one)	**Medically Underserved Community** (Select one)	**Rural Setting** (Select one)
Populated from IND-GEN									

Continuation of IND-INTPRACT:

Practice Setting Post Graduation (GPE) (Select one)	Practice Setting Post Program Completion (GPE) (Select one)	Contact Hours per Clinical Setting (AENT, ANEE, NAT, NFLP)	
		Medically Underserved Community	**Rural Locations**
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Instructions: Complete this table for trainees who participated in programs identified in IND-GEN for the reporting period, as appropriate. Each row refers to one trainee. The glossary contains clarifications and/or definitions of certain terms.

U76/U77 AHEC Instructions: Table applies to both health careers enrichment and clinical training participants. For the July 1, 2011 – June 30, 2012 reporting period, enter both health careers enrichment and clinical trainees' practice intentions in the three "If Received a Degree or Diploma, Intent to Practice…" columns.

If Completed the Program, Intent to Practice in Primary Care Setting? Indicate whether the completer intends to enter practice in a primary care setting ('Yes' or 'No'). If the trainee did not complete the program, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved. (Not applicable for HCOP, AHEC, NWD, COE, and GPE Program Grantees)

If Completed the Program, Intent to Practice in MUC? Indicate whether the completer intends to practice in a medically underserved community ('Yes' or 'No'). If the trainee did not complete the program, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved. (Not applicable for HCOP, AHEC, NWD, COE, and GPE Program Grantees)

If Completed the Program, Intent to Practice in a Rural Setting? Indicate whether the completer intends to enter practice in a rural setting ('Yes' or 'No'). If the trainee did not complete the program, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved. (Not applicable for HCOP, AHEC, NWD, COE, and GPE Program Grantees)

If Graduated the Program, Intent to Practice in Primary Care Setting? (GPE program only) Indicate whether the graduate intends to enter practice in a primary care setting ('Yes' or 'No'). If the trainee did not graduate, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

If Graduated the Program, Intent to Practice in MUC? (GPE program only) Indicate whether the graduate intends to practice in a medically underserved community ('Yes' or 'No'). If the trainee did not graduate, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

If Graduated the Program, Intent to Practice in a Rural Setting? (GPE program only) Indicate whether the graduate intends to enter practice in a rural setting ('Yes' or 'No'). If the trainee did not graduate, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

If Received a Degree or Diploma, Intent to Practice in Primary Care Setting? (HCOP, AHEC-health careers enrichment and clinical trainees, NWD, and COE programs only) Indicate whether the trainee who received a degree or diploma intends to enter practice in a primary care setting ('Yes' or 'No'). For COE program, this refers to gradutes with a degree from the health professions school**.** If the trainee did not receive a degree or diploma, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

If Received a Degree or Diploma, Intent to Practice in MUC? (HCOP, AHEC-health careers enrichment and clinical trainees, NWD, and COE programs only) Indicate whether the trainee who received a degree or diploma intends to enter practice in a medically underserved community ('Yes' or 'No'). For COE program, this refers to gradutes with a degree from the health professions school. If the trainee did not receive a degree or diploma, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

If Received a Degree or Diploma, Intent to Practice in Rural Setting? (HCOP, AHEC-health careers enrichment and clinical trainees, NWD, and COE programs only) Indicate whether the trainee who received a degree or diploma intends to enter practice in a rural setting ('Yes' or 'No'). For COE program, this refers to gradutes with a degree from the health professions school. If the trainee did not receive a degree or diploma, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Practice Setting Post Graduation? (GPE only) Indicate where the trainee graduate, post-graduation will enter or has entered practice. Selections include: primary care, medically underserved community (MUC), rural area; other (please specify). If the trainee did not graduate, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Practice Setting Post Program Completion? (GPE only) Indicate where the trainee post- GPE program completion will enter or has entered practice. Selections include: primary care, medically underserved community (MUC), rural area; other (please specify). If the trainee did not complete the program, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Contact Hours per Clinical Setting (ANEE, AENT, NAT, and NFLP only): If the trainee received clinical training in any of the designated clinical settings (i.e., MUC and rural locations), enter the number of clinical hours per setting for the reporting period. If the trainee did not receive clinical training, leave the field blank.

Table INDGEN-EXP: Trainee-to-Site Association

Table purpose: To link training site related information (provided in the EXP-1a table) for each trainee (identified in the IND-GEN table).

Select Training Site/Clinical Program: (Drop down)

Trainee unique ID	Contact Hours (NWD, NMHC, COE, AHEC)	# of Patient Encounters (exclude NWD, COE, AHEC, PHTC, NMHC, NEPQR, PMR, IMP	Completed Residency Placement (Y/N) (IMP, PDD, PMR, SOHWP)	Accepted Employment at Placement Site (Y/N) (IMP, PDD, PMR, SOHWP)	Trainee Associated to Site? (NEPQR, PHTC)
Populated from IND-GEN					

Instructions: Each row represents one trainee. For each training site/clinical program, specify trainees who are trained at the site. Then enter data for each trainee associated to the training site/clinical program. Number of trainees for each site must match the total number of trainees per site in EXP-1a. Experiential and/or clinical training sites listed in EXP-1a will be available in a drop-down format for selection in the system. The glossary contains clarifications and/or definitions of key terms.

U76/U77 AHEC Instructions: **This table is applicable only for clinical training participants.**

Postdoctoral Training in General, Pediatric, or Public Health Dentistry and Dental Public Health: Contact Hours and Patient Encounters may not be applicable to Dental Public Health residency programs.

Training Site/Clinical Program: Select training site/clinical program as specified in EXP-1a.

Contact Hours (NWD, NMHC, COE, and AHEC programs only): Enter the number of contact hours with patients. If trainee is not associated to the site/program, leave the field blank. If trainee is associated to the site/program but does not have contact hours, enter zero " 0".

Number of Patient Encounters by Trainee (exclude NWD, COE, AHEC, PHTC, NMHC, NEPQR, PMR, and IMP program) : Enter the number of patient encounters by the trainee per training site. Faculty preceptors should provide patient encounters. If trainee is not associated to the site/program, leave the field blank. If trainee is associated to the site/program but does not encounter patient, enter zero "0".

Completed Residency Placement (SOHWP, PDD, PMR, and IMP programs only): Indicate whether the trainee completed the residency placement described in EXP-1a ('Yes' or 'No'). If trainee is not associated to the site/program, leave the field blank.

Accepted employment at placement site or similar site (SOHWP, PDD, PMR, IMP programs only): Indicate whether the completer accepted employment at the placement site described in EXP-1a ('Yes' or 'No'). If trainee is not associated to the site/program, leave the field blank.

Trainee Associated to Site? (PHTC and NEPQR programs only): Indicate whether the trainee is associated to the site/program. If trainee is not associated to the site/program, leave the field blank.

Table CLSET-1: Clinical Settings per Training Year

Table purpose: To classify the clinical or experiential training offered in designated settings.

Select Discipline/Population Foci: (Drop down)

Training Year	Total # of Trainees by Clinical Setting	
	Medically Underserved Community (MUC)	**Rural Setting**

Instructions: Complete a separate table for each Discipline/Population Foci. For each table complete one row per training year. For each Discipline/Population Foci selected complete each column as described below for the reporting period. For non-nursing programs, Discipline selection values are populated from the Health Profession and Disciplines – Setup form. The glossary contains clarifications and/or definitions of certain terms.

Discipline/Population Foci:

Discipline Selections:

> For Pre-doctoral Training in Primary Care, Interdisciplinary and Interprofessional Joint Graduate Degree Program, Expansion of the Physician Assistant Training (EPAT) Program, and Physician Assistant Training in Primary Care (PAT) programs, discipline is not applicable.

> **For AHEC Program**, select Not Applicable (N/A) if discipline is not applicable.

> **Dentist Selections**: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician assistants: Disciplines are not applicable (N/A).

Nursing: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP-Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior –

Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Population Foci Selections:

Acute care adult-gerontology nurse practitioner; Acute-care pediatric nurse practitioner; Adult Gerontology; Adult-Gerontology Primary Care Nurse Practitioner; Family Nurse Practitioner; Family/Individual Across Lifespan; Geropsychiatric; Neonatal; Neonatal Nurse Practitioner; Pediatric Primary Care Nurse Practitioner; Pediatrics; Psychiatric nurse specialists; Psychiatric/Mental Health Nurse Practitioner; Women's Health/Gender Related And Psychiatric Mental Health; Women's Health/Gender-Related Nurse Practitioner; N/A.

Training Year: Select a Training Year from the dropdown list. Selections: 1, 2, 3, 4, 5, or 6

Total Number of Trainees by clinical setting: Enter the total number of trainees per setting for each training year.

Table CE-1: Educational Offering/Continuing Education Offerings

Table purpose: To identify and describe the continuing education and course offerings as well as trainee experiences.

CE-1: Educational Course Offering Description

Educational Offering Title (One per row)	Course Accreditation (exclude GPE) (Y/N)	Primary Educational Offering Topic (Select one)	Secondary Educational Offering Topic (Select one)	Partners/ Leveraging (Select up to five)	Interprofessional/ Interdisciplinary Education (Y/N)	If Yes, List the Disciplines Represented	Program Competency per Offering (PHCAST, NAHHA)	Number of Offerings	Hours of Instruction per Offering	Total Hours of Instruction	Delivery Mode (Select all that apply)	Training Length per Delivery Mode (hours) (PHCAST, NAHHA)
										Calculated		

Total Trainees	Trainees by Discipline Specialty (exclude ANE, PHCAST, NAHHA, GPE)	# of Trainees Applied Training to National Certification or Continuing Educational Requirements (exclude GPE)	Grant Purpose (CGEP) (Select one)	Public Health Core Competency (PHTC) (Select one)		Competency Level Offered (PHTC) (Select one)			Faculty Development Training (GACA, CGEP, GEC, Faculty Development: Integrated Technology into Nursing Education and Practice) (Y/N)	Supplemental funding used for Alzheimer's Disease training? (GEC) (Y/N)
				Primary Domain	Secondary Domain	Primary	Secondary	Tertiary		

Instructions: Each row represents one educational/course offering. Complete each column described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

U76, U77/ (AHEC) UB4 (GEC), UB6 (PHTC) Instruction: For grantees that jointly sponsor continuing educational trainings with other HRSA/BHPr-funded programs, both programs should report same number in "Total Trainee" column for that training **and** select other entity under "Partners/Leveraging: Selections".

D40 (GPE) Instruction: Each row represents one educational course offering provided by this grant program.

Educational Offering Title: Enter the title of the educational course offering. If more than one educational course offering was provided, add additional rows to expand the table.

Course Accreditation (not applicable for GPE program): Indicate whether the course was accredited for continuing education ('Yes' or 'No').

Primary Educational Offering Topic: Select the primary topic of the educational course offerings.

GEC Selections: Alzheimer's disease; Alternative/complementary medicine; Chronic disease management; Cultural competencies; Depression; Dementia; Delirium; Extended care; Ethics/bioethics; Elder abuse; Emergency preparedness; Evidence Based Medicine; Geriatric medicine; Home health care; Health literacy; Healthy aging; HIV/AIDS; Health information technology; Health promotion and disease prevention; Improving communication skills; Informatics; Interprofessional integrated models of care; Injury prevention; Long-term care; Long-term care; Minority health; Managed Care; Pastoral/Spiritual Care; Mental health; Nutrition; Oral health; Palliative care; Primary care; Pain management; Pharmacology; Quality improvement and patient safety; Research; Rehabilitation Therapies; Substance abuse; Transitional care; Women's health; Wound care; Women's health issues; Veterans Health; Suicide; Other (specify).

CGEP Selections: Alzheimer's disease; Community health nursing; Cultural competence in nursing; Long-term care nursing; Gerontological nursing; Geriatric education for direct care providers (e.g., registered nurse, licensed practical nurse, allied health professionals, nursing assistants); Health literacy; Home health care; Injury prevention; Mental health (e.g., delirium, depression, and

dementia); Mental health and older adults; Nursing leadership and management; Nursing care for vulnerable populations; Nutrition; Oral health; Palliative and end of life care; Health care and older adults; Pain management; Research; Wound care; Women's health issues; Substance abuse; Other (specify).

AHEC Selections: Adolescent health; Advocacy/health policy; African-Americans; Alcohol substance misuse/prevention; Alternative/complementary medicine; Alzheimer's disease/dementia; Ambulatory care; American Indian/Alaska Natives; Asthma; Behavioral health; Bioterrorism/preparedness; Border health activities; Cancer; Cultural competencies; Clinical preventive services; Community-based continuity of care; Diabetes; Domestic violence/interpersonal violence; Drug-resistant diseases; Environmental health; Evidence-based medicine/practice; Food borne disease; Genetics; geriatrics; Health disparities; Health promotion and disease prevention; Heart disease; Hepatitis; Hispanics; HIV/AIDS; Home health; Homelessness; Hypertension; Influenza; Informatics; Injury prevention; Interdisciplinary training; Interprofessional integrated models of care; Leadership training; Long-term care; Managed care; Maternal and child health; Medical economics; Mental health; Migrant health initiatives; Minority health issues; Native Hawaiian/Pacific Islander; Nutrition/healthy eating; Obesity; Oral health; Patient safety (medical errors); Physical activity/active lifestyles; Public health infrastructure; Quality improvement and patient safety; Research; Rural health; Sexual health; Sexually transmitted infections; Stroke; Telemedicine/telehealth; Tobacco cessation; Tuberculosis; Urban health; Veterans Health; Women's health; Other (specify).

Faculty Development Integrated Technology into Nursing Education and Practice Selections: Advanced 3D graphics; Computer-based instructions; E-Learning technology; Informatics; Interactive simulated case studies; Mannequin-based and patient simulators; Telehealth; Virtual simulation; Other simulated or virtual methods to enhance nursing education and practice.

Graduate Psychology Education Program Selections: Acute care; Ambulatory care; Alzheimer's disease; Alternative/complementary medicine; Behavioral assessment and consultation in primary care; Behavioral interventions for primary care; Chronic disease management; Cultural competencies; communication skills; Delirium; Depression; Dementia; Extended care; Ethics/bioethics; Elder abuse; Geriatric medicine; Home health care; HIV/AIDS; Healthy aging; Health information technology; Health literacy; Health promotion and disease prevention; Injury prevention; Improving Informatics; Interprofessional integrated models of care; Long-term care; Long-term care; Minority health; Medications/drugs; Nutrition; Oral health; Palliative care; Primary care; Perioperative care; Pain management; Quality improvement and patient safety; Rehabilitation; Research; Substance abuse; Telehealth; Transitional care; Trauma; Urgent care; Women's health; Wound care; Women's health issues; Other (specify).

Personal and Home Care Aides State Training (PHCAST) Selections: Basic restorative skills (e.g., transferring patients, ambulation, bowel/bladder training, prosthetic and orthotic device usage); Consumers' rights; Crisis intervention; Chronic disease management; Elder

abuse; Emergency training; Ethics and confidentiality; HIV/AIDS and other infectious diseases; Medication basics (e.g., side effects of drugs, possible behavior changes associated with the drug(s), medication administration, if applicable); Home health care; Extended care; Health literacy; Health information technology; Infection control; Interpersonal skills (e.g., time and stress management, coping mechanisms, cultural sensitivity, improving communication skills);Long-term care; Needs-specific training (e.g., individuals with developmental/mental disabilities, dementia, delirium, depression, Alzheimer's disease); Professional development; Personal care skills (e.g., basic housekeeping, bathing, grooming, wound care, nutrition); Worker and patient safety; Other (specify).

Nurse Education Practice Quality and Retention Program and ANE Selections: Clinical Practice Information; Cultural competencies; Ethics/bioethics; Health promotion and disease prevention; Informatics; Interprofessional integrated models of care; Leadership/Management; Prevention/Primary care; Quality improvement and patient safety; Research; Secondary care; Technology; Tertiary care; Training

Nursing Assistants and Home Health Aides Selections: See 'Personal and Home Care Aides State Training (PHCAST) Selections.'

PHTC Selections: Adolescent health; Advocacy/health policy; African-Americans; Alcohol and substance misuse/prevention; Alternative/complementary medicine; Alzheimer's disease/dementia; Ambulatory care; American Indian/Alaska Natives; Asthma; Behavioral health; Bioterrorism/preparedness; Border health activities; Cancer; Chronic disease; Clinical preventive services; Community-based continuity of care; Cultural competencies; Communications; Communication skills; Community needs assessment; Community collaboration; Cultural competency; Diabetes; Domestic Violence/Interpersonal violence; Drug-resistant diseases; Data collection and analysis; Environmental health; Experiences; Evidence Based Medicine/Practice; Epidemiology; Food borne Disease; Focus groups; Financial planning and management (including budgeting); Genetics; Genomics; Geriatrics; Grant writing; health disparities; Health promotion and disease prevention; Heart disease; Hepatitis; Hispanics; HIV/AIDS; Home health; Homelessness; Hypertension; Influenza; Informatics; Injury prevention; Interdisciplinary training; Interprofessional integrated models of care; Leadership training; Lesbian, gay, bisexual, transgender individuals; Long-term Care; Managed care; Maternal and child health; Medical economics; Mental health; Migrant health initiatives; Minority health issues; Meeting facilitation; Native Hawaiian/Pacific Islander; Nutrition/healthy eating; Obesity; Oral health; Patient safety (medical errors); Physical activity/active lifestyles; Public health infrastructure; Public health law; Public health science; Quality improvement and patient safety; Research; Rural health; Sexual health; Sexually transmitted infections; Skills-based training (including coalition building); Negotiations; Program evaluation; Program design; Program planning; Program management; Project management; Public health policy development; Social marketing; Survey design; Sustainability; Stroke; Telemedicine/telehealth; Tobacco cessation; Tuberculosis; Urban health; Veteran Related; Women's health; Workforce development; Youth development; Other (specify)

GACA Selections: Acute care; Alternative/complementary medicine; Alzheimer's disease; Ambulatory care; Chronic disease management; Cultural competence; Delirium; Dementia; Depression; Elder abuse; Ethics/bioethics; Extended care; Geriatric medicine; Health information technology; Health literacy; Healthy aging; HIV/AIDS; Home health care; Improving communication skills; Information technology; Injury prevention; Interprofessional team training; Long-term care; Long-term care; Medications/drugs; Minority health; Nutrition; Oral health; Pain management; Palliative care; Perioperative care; Primary care; Rehabilitation; Research; Substance abuse; Substance abuse; Telehealth; Transitional care; Urgent care; Women's health; Women's health issues; Wound care; Other (specify)

SOHWP Selections: Evidence-Based Practices; Health Disparities; Health promotion; Homeless; Leadership Training; Quality Improvement; Rural Health; Teledentistry; Geriatrics; Communication Skills; Information Technology; Interprofessional Education; Minority Health; Research; Cultural Competence; Long-Term Care; Chronic Disease; Substance Abuse; HIV/AIDS; Adolescent Health; Infant Health, Behavioral Health; Border Health; Cancer; Community-Based Care; Diabetes; Domestic Violence; Veteran related; Other (specify)

Secondary Educational Offering Topic: Select the secondary topic that the educational course offering covered. See selections from above.

Partners/Leveraging: Select each type of organization or academic unit listed that your program partners with, collaborates, or leverages. Select up to five. **Selections**: Academic department- Other academic departments (other disciplines); Academic department -other academic institution; Business/industry – For profit; Community Mental Health Center; Federal Government –Other; Federal Government -Veterans Affairs; Federal Government-Centers for Disease Control and Prevention (CDC) program; Federally-qualified health center or look-alike (FQHC – includes health care for the homeless; primary care public housing, migrant health center, school-based health center, rural health clinic); Other community health center (i.e. free clinic); Health department- Local; Health department- State; Health department- Tribal; Health disparities research center; Health policy center; Hospital; Medical school; No partners; Nonprofit organization; Other HRSA program – Comprehensive Geriatric Education Program (CGEP); Other HRSA program – Geriatric Education Center (GEC); Other HRSA program – Health Careers Opportunity Program (HCOP); Other HRSA program – Nurse Education, Practice, Quality and Retention (NEPQR); Other HRSA program – Public Health Training Center (PHTC); Other HRSA program– Area Health Education Center (AHEC); Other Local Government programs; Racial/ethnic population entity or research center (e.g., Asian, Native Hawaiian/Other Pacific Islander, Black/African-American, American Indian/Alaska Native, White, Hispanic/Latino); School of Public Health; State Governmental Programs; State public health association; Other.

Interprofessional/Interdisciplinary Education: Indicate if trainees' learning outcomes pertained to interprofessional/interdisciplinary teamwork ('Yes' or 'No').

If Yes, List the Disciplines Represented:

Selections (Discipline):

> **For AHEC Program,** select Not Applicable (N/A) if discipline is not applicable.

> **Dentist Selections**: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

> OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

> **Medicine Selections:** Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

> **Physician assistants**: Disciplines are not applicable (N/A).

> **Nursing:** Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP-Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Program Competency per Offering (PHCAST and NAHHA programs only): Select all of the competencies covered in the program offering.

Selections:
- Roles and responsibilities of a personal and home care aide (including differences between a personal or home care aide employed by an agency and a personal or home care aide employed directly by the health care consumer or an independent provider)

- Consumer rights, ethics, and confidentiality (including the role of proxy decision makers in the case where a health care consumer has impaired decision-making capacity)
- Communication, culture, and linguistic competence and sensitivity, problem solving, behavior management, and relationship skills
- Personal care skills
- Health care support
- Nutritional support
- Infection control
- Safety and emergency training
- Training specific to an individual consumer's needs (including older individuals, younger individuals with disabilities, individuals with developmental disabilities, individuals with dementia, and individuals with mental and behavioral health needs).
- Self-care

Number of Offerings Provided: Enter the number of times the educational offering was provided.

Hours of Instruction: Enter the total number of instruction hours per offering.

Total Hours of Instruction: Calculated as (**Number of Offerings Provided * Hours of Instruction**)

Delivery Mode: Selections: Hands-on; Live lecture and Web-based; Live lecture/Seminar/Class room; Live lecture and Hands-on; Observation; Research; Simulation; Video conference/Webinar/Web-based; Video/DVD/CD ROM; Other.

Total Trainees: Enter the total number of trainees.

Trainees per Discipline/Specialty (not applicable for ANE, PHCAST, NAHHA, and GPE programs): select discipline/specialty/trainee profession types of those trained and provide number of trainees per employment location for the selected discipline/specialty/trainee profession type. This information is to be completed CE-TTY table.

Number of Trainees Applied Training to National Certification or Continuing Educational Requirements (not applicable for GPE program): Enter the number of completers who reported intent to apply the training toward employment requirements, continuing education credit, certification, or credentialing.

Grant Purpose (CGEP program only): Select CGEP grant purposes for which the continuing education offering serves.

Public Health Core Competency (PHTC Primary Domain): Select the primary public health core competency addressed in the course**. Selections:** Analytical/assessment skills; Communication skills; Cultural competency skills; Community dimensions of practice skills; Financial planning and management skills; Leadership and systems thinking skills ; Public health sciences skills; Policy development/program planning skills.

Public Health Core Competency (PHTC Secondary Domain): Select the secondary public health core competency addressed in the course, if applicable. **Selections**: See the selections above.

Note: The core competencies for public health professionals noted above were established by the Council on Linkages between Academia and Public Health Practice.

Competency Level Offered (PHTC program only): Select the core competency level addressed. Selections:
- Tier 1 core competencies **-** entry level public health professionals;
- Tier 2 core competencies **-** public health professionals with management supervisory responsibilities; or
- Tier 3 core competencies - senior managers and leaders of public health organizations.

Faculty Development Training (GACA, CGEP, GEC, and Faculty Development: Integrated Technology into Nursing Education and Practice programs only): Is this training for Faculty Development? Yes or No.

Training Length per Delivery Mode (PHCAST and NAHHA programs only): Enter the length of time spent using different training modes. Training Modes include the following: Hands-on; Live lecture and Web-based; Live lecture/Seminar/Class room; Live lecture and Hands-on; Observation; Research; Simulation; Video conference/Webinar/Web-based; Video/DVD/CD ROM; Other.

Supplemental funding used for Alzheimer's Disease training? (GEC program only) Selection: Yes or No.

Table CE-TTY: Educational Offering/Continuing Education Trainee Type

Table purpose: Identify continuing education trainee professions and employment locations

Select Educational Offering Title: (Drop down)

Trainee Profession Type (Select one)	Trainee Employment Location (Select all that apply)	# of Trainees

Instructions: For each educational offering title identified in CE-1, indicate the type and number of trainees per employment location. The educational offering titles entered in CE-1 will be available in a drop-down list for selection. Complete each column as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

Trainee Profession Types:

For AHEC Program, select Not Applicable (N/A) if discipline is not applicable.

Dentist Selections: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry; Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General

Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician assistants: Disciplines are not applicable (N/A).

Nursing: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP-Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health;

Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Trainee Employment Location Selections: Academia; HRSA-Area Health Education Center Community-Based Training Site; Ambulatory Practice Site Designated by State Governor; Community-Based Organizations/Non-profit; Local health department; HRSA-Geriatric Education Center (GEC); Public Housing Primary Care; National Health Service Corp (NHSC) Site; HHS (US Department of Health and Human Services); HHS-CDC (Centers for Disease Control and Prevention);HHS-HRSA (Health Resources and Services Administration); HHS-IHS (Indian Health Service);HHS-NIH (National Institutes of Health); Hospitals; Tribal Government; State Health Department; Other State Government; Other City Government; Other County Government; Indian Health/Tribal Health Department; Other Federal Government; Veteran's Administration (VA); Health Care for the Homeless; Federally-qualified health center (FQHC – includes health care for the homeless; primary care public housing, migrant health center, school-based health center, rural health clinic);Nursing Home; Other (specify).

Number of Trainees: Enter the number of trainees in each employment location per trainee profession.

Table CE-2: Educational Offering Trainee Employment Settings

Table purpose: To describe the employment locations of trainees in continuing education programs.

Does your program have data to report for employment of trainees in designated settings? Yes/No

Employment Settings of Trainees	Total Number of Trainees
Employment Setting in a Medically Underserved Community (MUC)	
Employment Location in a Rural Setting	

Supplemental funding for Alzheimer's disease training (GEC only)

Employment Settings of Trainees	Total Number of Trainees
Employment Setting in a Medically Underserved Community (MUC)	
Employment Location in a Rural Setting	

Instructions: Each row represents one type of employment setting. Complete the table as described below for the reporting period only if your program has data to report. The glossary contains clarifications and/or definitions of key terms.

Does your program have data to report for employment of trainees in designated settings? Select 'Yes' or 'No'.

Employment Setting in a Medically Underserved Community: Enter the total number of trainees that work in an employment setting located in a Medically Underserved Community (MUC). For GEC program, do not double count trainees under supplemental funding for Alzheimer's Disease training.

Employment Location in a Rural Setting: Enter the total number of trainees that work in an employment setting located in a rural setting. For GEC program, do not double count trainees under supplemental funding for Alzheimer's Disease training.

Diversity and Pipeline Program

Table DP-1 (1a.1, 1a.2): Diversity/Pipeline Content

Table purpose: To provide information about the training and trainee experiences, including the type of training received, program completion, and subsequent acceptance into a health professions program.

DP-1a.1: Diversity/Pipeline/ Program Content

Diversity/ Pipeline Program (One per Row)	Length of Program (Select one)	Education Level (Select all that apply)	Program Content (Brief Description)	Partners (Select all that apply)	Public Health Careers Content (AHEC only) (Y/N)	Clinical Training (COE, NWD) (Y/N)	Practicum Training (HCOP, AHEC, COE) (Y/N)	Cultural Competency Training (Y/N)	Total Number of Trainees	Attrition	Total Program Completers

Instructions: Each row represents one Diversity/Pipeline program. Complete each column as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

U76/U77 AHEC Instruction: This table is applicable only for health careers enrichment/training activities.

Diversity/Pipeline Program: Select the Diversity/Pipeline program. If more than one program was offered, add additional rows to expand the table to include all programs. Refer to the tables below for descriptions of the activities and definitions of the programs and activities offered by Nursing Workforce Diversity (NWD) and), Health Careers Opportunity Program (HCOP), Centers of Excellence (COE) and Area Health Education Centers (AHEC) programs - (See definition below).

Program Activities and Definitions for NWD Program

NWD Activity	Definition
Summer Program (Pre-entry Preparation) **Summer Program (Academic Retention)**	A curriculum or set of activities for a minimum of 25 trainees per educational level that provides at least 20 hours of structured learning activities per week for a minimum of 6 weeks.
High School Academy	A curriculum or set of educational enrichment and academic support activities conducted during the academic year for a minimum of 10 high school trainees that provides at least 8 hours of structured learning activities per week for a minimum of 12 weeks.
Saturday Academy (Pre-entry Preparation) **Saturday Academy (Academic Retention)**	A curriculum or set of activities for a minimum of 25 trainees per educational level that provides at least 6 hours of structured learning activities per day for a minimum of 20 Saturdays.
Pre-matriculation	A curriculum or set of activities for a minimum of 10 diploma or associate degree RNs or pre-nursing trainees that provides at least 8 hours of structured learning activities per week for a minimum of 4 weeks.
Nursing Preparation Program (Pre-entry Preparation) **Nursing Preparation Program (Academic Retention)**	A comprehensive, conditional admission program for a minimum of three diploma or associate degree RNs to gain admission into a baccalaureate-level nursing program.
Post Baccalaureate Program	A comprehensive, conditional admission program for a minimum of three trainees with undergraduate degrees in nursing to gain admission into a graduate nursing program.

Definitions for HCOP Program

HCOP Program	Definition
Summer Program	A curriculum or set of activities for a minimum of 25 trainees per educational level that provides 6 hours of structured learning activities per day for a minimum of 6 weeks.
Health Professions Academy	A curriculum for a minimum of 25 trainees per grade level that integrates HCOP educational activities into existing school settings. These programs offer trainees from disadvantaged backgrounds who are interested in health professions advanced math and science education, health professions exposure activities, and mentoring and counseling activities to increase their competitiveness to enter health and allied health professions programs. A Health Professions Academy provides programming for 9th-12th grade trainees during the school year and is designed as a multiyear intensive pipeline program that follows trainees throughout secondary education. **Note:** If trainees are offered stipends to participate in a Health Professions Academy program, each trainee may only receive 12 months of stipend support.
Saturday Academy	A curriculum or set of activities for a minimum of 25 trainees per educational level (see 'Definition' in Section VIII) that provides 6 hours of structured learning activities per day for a minimum of 20 Saturdays. These programs offer educational enrichment and career support activities conducted on the weekend during the academic year for participating trainees. These activities may include field trips to health professions schools or health care delivery facilities, group study sessions, preparation for prerequisite examinations, shadowing, tutorial assistance, improving test taking skills, career clubs, and volunteer efforts at health care delivery sites.
Pre-matriculation	A curriculum or set of activities for a minimum of 10 trainees per educational level that provides 6 hours of structured learning activities per day for a minimum of 4 weeks. This program offers a summer program especially designed to prepare HCOP matriculates for the rigors of the first year of professional school and to ease their transition into the health professions curriculum.
Post-baccalaureate Program	A comprehensive program for a minimum number of seven trainees for health professions school and five trainees for allied health programs designed to facilitate the entry of disadvantaged trainees with an undergraduate degree who have applied and been denied admission to a health or allied health professions school. The program should include an initial diagnostic summer session, post-baccalaureate level academic year, pre-matriculation summer

HCOP Program	Definition
	session, academic counseling, tutoring, and psycho-social support. Trainees who successfully complete the program requirements should be guaranteed admission into the health or allied health professions school.

Definition for COE Program

COE Program	Definition
COE Program	A curriculum or set of activities of a specified length in which designated underrepresented minority (URM) COE trainees (students) enhance their academic performance and career development.
Faculty Development Program	A program that provides assistance in the recruitment, retention, training, and HRSA-funded financial support of URM faculty, through career enhancement activities such as career and professional development, curriculum development, mentorship trainings, leadership development, and interpersonal skills, time, and stress management training. This can be accomplished in part by allowing the URM faculty participants the necessary available time for development or expansion of their teaching, writing, mentorship, communication, and research and leadership skills through various workshops, grant writing courses, mini-sabbaticals, cultural competence training activities, and seminars pertaining to their faculty development and career goals.
Post-Baccalaureate Conditional Admissions Program	The purpose of these programs is to provide an avenue for eligible URM students to gain admission into designated health professions schools. To be eligible for the program, a student should have an undergraduate degree and have applied and been denied admission to a health professions school. Each program must select a cohort of at least seven students for health professions schools, who- - providing they meet the program's requirements- -will be guaranteed admission into the health professions school, or admission into another health professions.
Pre-matriculation Program	A 4- to 8- week summer program designed to prepare COE matriculants for the rigors of the first year of professional school and to ease their transit into the health professions curriculum.
Saturday Academies	Educational enrichment and career support activities conducted on the weekend during the academic year for participating URM students. These activities may include but are not limited to field trips to health professions schools or health care delivery facilities, group study sessions, preparation for pre-requisite examinations, shadowing, tutorial assistance, improving test taking skills, career clubs, volunteer efforts at health care delivery sites, etc.

Definitions for AHEC Program

AHEC Program	Definition
AHEC Health Careers Enrichment Activities	A curriculum or set of educational enrichment and academic support activities of a specified length.

Length of Program: Select from the drop down:

Length of Time	Definition
0-39 hours	A curriculum or set of educational enrichment and academic support activities of a specified length.
40-79 hours	A curriculum or set of educational enrichment and academic support activities of a specified length.
80-119 hours	A curriculum or set of educational enrichment and academic support activities of a specified length.
120-179 hours	A curriculum or set of educational enrichment and academic support activities of a specified length.
≥180 hours	A curriculum or set of educational enrichment and academic support activities of a specified length.

Educational Level: Select the trainee's highest educational level. If in a non-degree program (e.g. K-12; post-baccalaureate, residencies/fellowships) select the highest degree earned.

> **Selections**: Grades K-6; Grades 7-8; Grades 9-12; Post-high school/pre-college; Certificate; Two-year college/community college; Associates; Diploma (Nursing); Four-year college; Bachelors; Twelve-month post-baccalaureate; Pre-matriculation/pre-graduate school; Masters (MHA, MS, MSN, MSW, MPH, MSPH); Post-Masters Certificate; Doctorate (PhD, DNP, DNSc; DC, DPT); Post-Doctorate; Resident; Fellow; Faculty member; Post-graduate; Medicine Doctor (M.D.); Doctor of Osteopathy (D.O.); Doctor of Dental Surgery (D.D.S., D.M.D.); Doctor of Pharmacy (Pharm.D.); Doctor of Veterinary Medicine (D.V.M.); Doctor of Psychology (Psy.D.); Doctor of

Public Health (Dr.P.H.), ScD (Doctor of Science), Doctor of Veterinary Medicine (D.V.M. or V.M.D.), Adult learner; Dislocated worker; Other (Specify).

Describe Program Content: Enter a brief description of program content/activities. Descriptions may include but are not limited to the following key words: Recruitment; Education and training; Counseling; Mentoring; Academic support services; Academic advising, tutoring, career planning; Leadership training; Clinic tours/study trips; Health career clubs; Simulations, camps; Social media outreach; Health workforce presentation; College success programs; Community service; Youth health service corps; Collegiate health service corps; Professional development.

Partners: Selections: Elementary school; Middle school; High school; Two-year community college; Four-year undergraduate college/university; Graduate school; Health professional school; Community-based entity; Health care provider; Other (specify).

AHEC Program (in addition to general selections): Workforce Investment Board/Department of Labor; Health Careers Opportunity Program (HCOP); Community Health Center; National Health Service Corps; Veterans Health Administration; Indian Health Service; Health Department; Federally Qualified Health Center (FQHC); Student/Resident Experiences in Community Health (SEARCH); Other (specify).

Public Health Careers Content (AHEC program only): Indicate if public health careers content (e.g., information, materials, or experience related to public health careers) was used ('Yes' or 'No').

Clinical Training (COE and NWD programs only): For each program, indicate if clinical training was used ('Yes' or 'No'). For purposes of this reporting, clinical training involves trainee-patient encounters.

Practicum Training (HCOP, AHEC, and COE programs only): Indicate if practicum training is used ('Yes' or 'No'). For purposes of this reporting, practicum training refers to practical experiences (not didactic or clinical) that are hands-on field training without clinical patient encounters, such as shadowing and observations.

Cultural Competency Training: Indicate if the program provides cultural competency training ('Yes' or 'No').

Total Number of Trainees: Enter the total number of trainees in each program. Count trainees only once. Complete Table IND-GEN to describe each trainee.

Attrition: Enter the total number of trainees who permanently left the program before program completion.

Total Number of Program Completers: Enter the total number of trainees who completed the Diversity/Pipeline program. Count completers only once. Complete Table IND-GEN to describe each completer.

DP-1a.2: Diversity/Pipeline Practicum and Cultural Competency Training

Diversity/ Pipeline Program (Pre-populated from DP-1a.1)	Length of Program (Pre-populated from DP-1a.1)	If Yes to Practicum Training, Then… (exclude NWD)			
		MUC Training Setting (Y/N)	**Contact with Underserved Populations** (Y/N)	**Primary Care Setting** (Y/N)	**Community-Based Setting** (Y/N)

(Continuation of DP-1a.2)

If Yes to Cultural Competency Training, Then…			
Didactic Training (Y/N)	**Clinical Training** (NWD, COE) (Y/N)	**Practicum Training** (Y/N)	**Research Training** (Y/N)

Instructions: Each row represents one Diversity/Pipeline program identified in table DP-1a.1. Complete each column as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

If 'Yes' to Practicum Training, then:

MUC Training Setting: Indicate if practicum experiences were provided in a medically underserved community (MUC) ('Yes' or 'No'). If practicum training is not used, leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Contact with Underserved Populations: Indicate if practicum experiences involved contact with underserved populations ('Yes' or 'No'). If practicum training is not used, leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Primary Care Setting: Indicate if practicum experiences occurred in a primary care setting ('Yes' or 'No'). If practicum training is not used, leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Community-Based Setting: Indicate if practicum experiences occurred in a community-based setting ('Yes' or 'No'). If practicum training is not used, leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

If 'Yes' to Cultural Competency Training, then:

Didactic Training: Indicate if the program provides didactic training ('Yes' or 'No'). For purposes of this reporting, training is considered didactic if it involves traditional classroom or virtual education forums wherein trainees receive instruction from designated faculty members and/or clinicians. If cultural competency training is not provided, leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Clinical Training: Indicate if the program provides cultural competency in a clinical training setting ('Yes' or 'No'). For purposes of this reporting, clinical training refers to trainee patient encounters. This column applies to NWD and COE programs. If cultural competency training is not provided, leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Practicum Training: Indicate if the program provides cultural competency in a practicum training setting ('Yes' or 'No'). For purposes of this reporting, practicum training refers to practical experiences (not didactic or clinical) that are hands-on, field training without clinical patient encounters, such as shadowing and observations. . This column applies to NWD, HCOP, COE, and AHEC. If cultural competency training is not provided, leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Research Training: Indicate if the program provided cultural competency in a research training setting ('Yes' or 'No'). For the purposes Of this reporting, research training involves the supervision of trainees in conducting research in a clinical or academic environments. Such training may involve literature reviews, development of data collection protocols, data collection, data analysis, results interpretation or the dissemination of research findings. If cultural competency training is not provided, leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Table OH-1: Oral Health Curriculum Content

Table purpose: To capture the key curriculum content areas, and the teaching and program strategies, addressed by the oral health training grant.

Oral Health Content Area	Required			Elective		
	Research	Didactic	Experiential	Research	Didactic	Experiential
Curriculum Content						
Advocacy						
Community-based service						
Cultural competency						
Curriculum development						
Health Promotion and disease prevention						
Informatics						
Interprofessional integrated models of care						
Oral health disparities						
Oral health home						
Oral health literacy						
Pediatric population						
Public health						

Oral Health Content Area	Required			Elective		
	Research	Didactic	Experiential	Research	Didactic	Experiential
Risk-based care						
Special populations						
Teledentistry						
Quality improvement and patient safety						
Other (specify)						
Teaching and Program Strategies						
Mentoring techniques						
Grant writing						
Peer teaching						
Leadership development						
Curriculum development						
Innovative teaching strategies						
Faculty recruitment and retention						
Faculty development						
Distance Learning						

Oral Health Content Area	Required			Elective		
	Research	**Didactic**	**Experiential**	**Research**	**Didactic**	**Experiential**
Other (specify)						

Instructions: Complete each column for the appropriate content area as described below for the reporting period. The glossary contains clarification and/or definitions of key terms. The Oral Health Content Area column is a list of curriculum content that the program might focus on. In subsequent columns grantees can select how the content was delivered. Only respond to content areas in which you can provide additional documentation. For example, only respond to delivery of content areas that you would be comfortable highlighting during a site visit from the agency or information that could be used by the agency in identifying activities above and beyond standard curriculum content. For all selected items, grantees must provide more detail in the progress or final report.

Required or Elective: Indicate if the training was required or elective using the following definitions: (1) Training in a **required** content area is necessary for a trainee to complete the training program; and (2) Training in an **elective** content area is encouraged for trainees but is not a requirement to complete the training program.

Mode: Indicate the mode of delivery for the appropriate content areas. **Selections:** didactic; experiential; and/or research. Use the following definitions to make this determination: (1) training should be considered didactic if it involves traditional classroom or virtual education forums wherein trainees receive instruction from a designated faculty members and/or clinicians; (2) experiential training encompasses the wide array of clinical or field experience during which trainees are supervised in practice; and (3) research training generally involves the supervision of trainees in conducting studies in clinical and/or academic environments. Such training may involve literature reviews, development of data collection protocols, data collection, data analysis, results interpretation, and/or the dissemination of research findings.

Geriatric Academic Career Award
Table GACA-1: Other Activities

Table purpose: To describe the additional development experiences of GACA Awardees, including their administrative and research experiences.

Table GACA-1: Geriatric Academic Career Award: Other Activities Descriptions

Type of Activity	Description of Activity
Administrative duties	
Research activities	
Publications and presentations	
Other professional activities	

Instructions: Each row represents a type of activity other than clinical training. Complete each column as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms. This table must be completed in the progress report.

Type of Activity: Briefly describe the type of activities using the definitions below**.**

Administrative duties - Committee and administrative assignments at the medical school or other facilities where GACA activities occurred.

Research activities - Any research activities in which the Awardee was involved with, including all educational research. Enter sponsors, research titles, and grant numbers of any research grants from which the Awardee received support.

Publications and presentations - Any publications and formal presentations completed.

Other professional activities - Any professional association leadership roles, community activities, or memberships the Awardee was involved in.

Description of Activity: Enter a description of the activity as defined above for all applicable.

Comprehensive Geriatric Education Programs

Table CGEP-1 (1a, 1b): Comprehensive Geriatric Education Programs: Grant Purpose and Trainee Characteristics and Outcomes

Table purpose: To describe the number and type of trainees and trainee experiences, including knowledge gained and intent to practice by setting and population served.

CGEP-1a: Purpose of Grant

CGEP Grant Purposes (Select all that apply)	Additional CGEP Tables
CGEP-1 Provide training to individuals who will provide geriatric care for the elderly	IND-GEN; IND-INTPRAC
CGEP-2 Develop and disseminate curricula relating to the treatment of the health problems of elderly individuals	CE-1; CE-TTY; CE-2
CGEP-3 Train faculty members in geriatrics	CE-1; CE-TTY; CE-2; IND-GEN; IND-FAC
CGEP-4 Provide continuing education to individuals who provide geriatric care	CE-1; CE-TTY; CE-2
CGEP-5 Establish traineeships for individuals preparing for advanced education nursing degrees in geriatric nursing, long-term care, gero-psychiatric nursing, or other nursing areas that specialize in the care of the elderly population	IND-GEN; CGEP-1b (Attrition)

Instructions: Each row represents a purpose of the CGEP grant. Select each grant purpose as described below for the reporting period. Based on the selected grant purpose(s), the appropriate tables will be displayed. The glossary contains clarifications and/or definitions of key terms.

Grant Purpose: Selections: CGEP-1 Provide training to individuals who will provide geriatric care for the elderly; CGEP-2 Develop and disseminate curricula relating to the treatment of the health problems of elderly individuals; CGEP-3 Train faculty members in geriatrics; CGEP-4 Provide continuing education to individuals who provide geriatric care; and CGEP-5 Establish traineeships for individuals preparing for advanced

education nursing degrees in geriatric nursing, long-term care, gero-psychiatric nursing, or other nursing areas that specialize in the care of the elderly population.

CGEP-1b: Program Attrition

Attrition in Nursing School	Total Number:_____
Attrition in the BHPr CGEP Program	Total Number:_____

Instructions: This table is only to be completed for the CGEP-5 grant purpose. Each row represents a type of program attrition among trainees as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

Attrition in Nursing School: Enter the number of trainees who permanently left the nursing school program before completion.

Attrition in the BHPr CGEP Program: Enter the number of trainees who permanently left the CGEP program before completion.

Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions

Table GTPD-1: Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions - Description of Trainees and Completers

Table purpose: To describe the characteristics of program completers as well as their subsequent employment positions.

GTPD-1a: One-Year Retraining Programs

Did your program offer One-Year Retraining Programs? (Yes/ No)

Health Profession	Discipline	Number of Completers		
		Part-Time Faculty	**Full-Time Faculty**	**Total**
populated	**populated**			
Total				

Instructions: GTPD grantees that offered One-Year Retraining Programs should complete this table. Complete one row for each health profession and discipline populated from the Health Profession and Disciplines – Setup form. The glossary contains clarifications and/or definitions of key terms.

Health Profession:

  Selections: Dentist; Medicine; Physician Assistant; Nursing; Behavioral Health/Public Health/Other;

Discipline/Specialty: Indicate the discipline.

  Dentist Selections: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician assistants: Disciplines are not applicable (N/A).

Nursing: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP-Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research;

Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Number of Part-Time Faculty Members: Enter the number of faculty completers with part-time status for each category of health professional. Count trainees once

Number of Full-Time Faculty Members: Enter the number of faculty completers with full-time status for each category of health professional. Count trainees once

Total Number of Completers: Calculated. Sum of full-time and Part-Time Faculty Members.

GTPD-1b: Two-Year Fellowship Programs

Did your program offer two-year fellowship program? Yes/No

Health profession	Discipline	Number of Enrollees			Number of Completers		
		Attained Part-time Academic Appointment	Attained Full-Time Academic Appointment	Total	Attained Part-Time Academic Appointment	Attained Full-time Academic Appointment	Total
populated	populated						
Total							

Instructions: GTPD grantees that offered Two-Year Fellowship Programs should complete this table. Complete one row for each health profession populated from the Health Profession and Disciplines – Setup form. The glossary contains clarifications and/or definitions of key terms.

Health Profession:

    Selections: Dentist; Medicine; Physician Assistant; Nursing; Behavioral Health/Public Health/Other;

Discipline/Specialty: Indicate the discipline.

    Dentist Selections: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);

    OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry; Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

    Medicine Selections: Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General

Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)

Physician assistants: Disciplines are not applicable (N/A).

Nursing: Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP-Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);**Number of Enrollees:**

Attained Part-Time Academic Appointment: Enter the number of trainees who attained part-time academic appointment.

Attained Full-Time Academic Appointment: Enter the number of trainees who attained full-time academic appointment.

Total: Total numbers will calculate automatically.

Number of Completers :

Attained Part-Time Academic Appointment: Enter the number of trainees who attained part-time academic appointment.

Attained Full-Time Academic Appointment: Enter the number of trainees who attained full-time academic appointment.

Total: Total numbers will calculate automatically.

Geriatric Education Centers

Table GEC-1: Geriatric Education Centers - Identify Evidence-Based Practice

Table purpose: To describe the evidence-based practices that were offered by GECs and the number and type of providers involved.

Table GEC-1: Descriptions of Evidence-Based Practices

Evidence-Based Practice (Select one)	Level of Practice (Select all that apply)	Primary Discipline (Select one)	Number of Providers in Primary Discipline	Other Disciplines: Number of Providers in Other Discipline (Select all that apply)

Instructions: Each row represents each level of practice for the evidence-based practice. Complete each column as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

Evidence-Based Practice (EBP): Selections: Delirium; Depression; Diabetes; Falls prevention; Palliative care.

Level of Practice: Selections: Assessment; Intervention.

Primary Discipline: Selections: Medicine; Nursing; Social work; Physical therapy; Pharmacy; Psychology; Public health; Dentistry; Occupational therapy; Speech language pathology; Allied health.

Number of Providers in Primary Discipline: For each level of practice, enter the number of providers in the primary discipline who were trained to implement the EBP.

Other Disciplines: For each level of practice, select any additional disciplines which implement the EBP. Selections: See discipline selections above.

Number of Providers in Other Disciplines: For each level of practice, enter the number of providers in the other disciplines trained to implement the EBP

Table GEC-2: Geriatric Education Centers: Implementation of Evidence-Based Practice

Table purpose: To describe the practice settings in which the evidence-based practices were offered and the patient sample.

Table GEC-2: Practice Settings Descriptions

Evidence-Based Practice (Select one)	Level of Practice (Select one)	Primary Practice Setting (Select one)	# of Sites	# of Providers Implementing EBP	Pre-training		Post-training		Percentage of Change in Practice (%) (Auto-Calculated)
					# of Patients Received EBP Assessment or Intervention (Baseline)	Total Patient Sample (Baseline)	# of Patients Received EBP Assessment or Intervention	Total Patient Sample	

Instructions: Each row represents a primary practice setting. Complete each column as described below for the primary practice setting in which evaluation of the EBP implementation was conducted. Grantees should communicate with their project officer for specific reporting periods for EBP assessment or intervention. The glossary contains clarifications and/or definitions of key terms.

Evidence-Based Practice:
  Selections: Delirium; Depression; Diabetes; Falls prevention; Palliative care. Selections should match EBPs as reported in GEC-1.

Identify Level of Practice:
  Selections: Assessment; Intervention. Selections should match level of practice for each EBP as reported in GEC-1**. Note:** If Assessment and Intervention are both selected in GEC-1 then both Assessment and Intervention must be completed on GEC-2.

Primary Practice Setting:
  Selections: Assisted living; Continuing care retirement community; Ambulatory care; Hospice; Nursing home; Home care; Hospital; Senior center; Other (specify).

Number of Sites : Enter the number of sites per primary practice setting.

Number of Providers Implementing EBP: Enter the number of providers in the primary discipline implementing evidence-based practices.

Pre-training: Number of Patients Received EBP Assessment or Intervention: Enter the number of patients receiving EBP assessment or intervention during a single incident before the training. Count only one assessment or intervention per patient.

Pre-training: Total Patient Sample: Enter the total number of patients in the sample (i.e., the number of patients considered appropriate for use of the EBP) before the training.

Post-training: Number of Patients Received EBP Assessment or Intervention: Enter the number of patients receiving the EBP assessment or intervention during a single incident after the training was completed. Count only one assessment or intervention per patient.

Post-training: Total Patient Sample: Enter the total number of possible patients in the sample (i.e., the number of patients considered appropriate for use of the EBP) after the training.

Percentage of Change in Practice: This column will automatically calculate based on data entered in previous cells using the following formula: ([post-training with EBP divided by post-training sample] minus [pre-training with EBP divided by pre-training sample]) multiplied by 100.

Table purpose: To identify the formal and informal partnership agreements in place within each training center.

PHTC- 1a: Partnerships

Partner	Agreement Type (select all that apply)
Academic department	
CDC program	
Other HRSA program-GEC	
Other HRSA program- AHEC	
Other HRSA program- NEPQR	
Other HRSA program- CGEP	
Other HRSA program- HCOP	
Other HRSA program- PHTC	
State health department	
Local health department	
State public health association	
Other Federal program	
Other (specify)	

Instruction: Please indicate partners with whom you have informal and/or formal agreement by selecting options under Agreement Type column. The glossary contains clarifications and/or definitions of key terms.

Agreement Type: Selections: Formal; Informal

PHTC-1b: Accreditation Activities

Instruction: Please answer the question below and provide required data. The glossary contains clarifications and/or definitions of key terms.

Has your PHTC provided training to assist local health departments prepare for Public Health Accreditation Board (PHAB) accreditation? (Yes/No)

> If yes, please select activities or collaborations with a local health department that is intended to assist in meeting criteria for accreditation.

> **Accreditation activity**

> 1.   Assessment of learning needs of health department staff.

> 2.   Development of continuing education to meet the identified needs.

> 3.   Provision of onsite workshops/continuing education.

> 4.   Consultation for collaborative projects between academia and public health practice.

> 5.   Provision of educational programs that meet the identified needs through distance learning.

> 6.   Preparation of public health personnel to prepare for sitting for the public health certification examination.

> 7.   Assistance with program evaluation design.

> 8.   Other (specify)

Preventive Medicine Residency

Table PMR-1: Preventive Medicine Residency - Curriculum Content

Table purpose: To capture the characteristics of the training curriculum content as well as how the content was delivered to PMR trainees.

Select: **Discipline** (Complete a separate table for each discipline selected in the Health Profession and Disciplines – Setup form.)

Training Content Areas (Curriculum Content)	Required			Elective		
	Research	Didactic	Experiential	Research	Didactic	Experiential
Aerospace medicine						
Clinical preventive services						
Communicable diseases						
Community health planning/assessments						
Cultural Competencies						
Health Promotion and disease prevention						
Environmental health						

Epidemiology					
Evidence-based medicine					
Food safety and inspection					
Health administration and management					
Health communications (media)					
Health disparities reduction					
Informatics					
Injury prevention					
Interprofessional integrated models of care					
Leadership advocacy					
Occupational medicine					
Policy development/analysis					
Program planning and evaluation					
Public health systems and services research					

Quality improvement/assurance					
Risk assessment and communication					
Surveillance					
Other (Specify)					

Instructions: Complete each column for the appropriate content area as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Discipline: Selections: Aerospace; General preventive medicine/public health; General preventive medicine/occupational medicine ; Occupational ; Preventive medicine/internal medicine ; Other (specify).

The Training Content Area column is a list of curriculum content that the program might focus on. In subsequent columns grantees can select how the content was delivered. Only respond to content areas in which you can provide additional documentation. For example, only respond to delivery of content areas that you would be comfortable highlighting during a site visit from the agency or information that could be used by the agency in identifying activities above and beyond standard curriculum content. For all selected items, grantees must provide more detail in the progress or final report.

Required or Elective: Indicate if the training was required or elective using the following definitions: (1) Training in a required content area is necessary for a trainee to complete the training program; and (2) Training in an elective content area is encouraged for trainees but is not a requirement to complete the training program.

Mode: Indicate the mode of delivery for the selected content area. Selections: didactic; experiential; and/or research. Use the following definitions to make this determination: (1) training should be considered didactic if it involves traditional classroom or virtual education forums wherein trainees receive instruction from a designated faculty members and/or clinicians; (2) experiential training encompasses the wide array of clinical or field experience during which trainees are supervised in practice; and (3) research training generally involves the supervision of trainees

in conducting studies in clinical and/or academic environments. Such training may involve literature reviews, development of data collection protocols, data collection, data analysis, results interpretation, and/or the dissemination of research findings.

Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene

Table PD-1: Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene- Supply of Pre-doctoral Oral Health Providers

Table purpose: To describe the number and type of trainees with and without direct BHPr support and trainee and graduate experiences, including postgraduate enrollment in residency programs.

Table PD-1: Aggregate Data for Oral Health Pre-doctoral Program

Enter Degree (Select one)	
Focus Area (Select one)	

Type of Trainee	Number of Trainees	Number of Trainees Receiving Financial Support/Tuition Assistance	Attrition	Number of Graduates	Number of Graduates Who Applied to Residency Programs	Number of Graduates Accepted into Residency Programs	Number Graduates Who Enrolled in Residency Programs	Number of Graduates in the Same Focus Area for Residency
Total Trainees								
URM Trainees								
Rural Backgrounds								
Disadvantaged Backgrounds								

Instructions: Complete this table for all trainees supported by the grant. Each row represents a type of trainee. Complete each column as described below for the reporting period. The glossary contains clarification and/or definitions of key terms. Complete a separate table for each combination of degree and focus area.

Degree: Select the degree program.

> **Selections:** Associate's degree/certificate (dental hygiene); Bachelor's degree (dental hygiene); Master's Degree (MPH, dental therapist); Bachelor's degree/MPH; DDS (DMD)/MPH (dual);DDS/DMD. Select "Other" if the appropriate degree program is not provided.

Focus Area: Select the focus area.

> **Selections**: Dental hygiene (includes dental therapy); General dentistry; Pediatric dentistry; Public health dentistry;.

Type of Trainee: Trainees may be counted in more than one category (URM, rural, or disadvantaged) but should only be counted once for "Total Trainees".

> **Total Trainees:** total number of trainees in the pre-doctoral program. Count trainee only once.

> **URM Trainees:** underrepresented minority (URM) trainees.

> **Rural Backgrounds**: trainees from a rural background.

> **Disadvantaged Backgrounds**: trainees from disadvantaged backgrounds.

Provide information in the remaining columns for each trainee type.

Number of Trainees: Enter the number of trainees enrolled in the pre-doctoral program for each type of trainee. .

Number of Trainees Receiving Financial Support/Tuition Assistance: Enter the number of trainees who received direct financial support from the Predoctoral Training grant during the reporting period. For the purposes of this reporting, financial support refers to tuition support and stipends. Complete Table PD-1b.

Attrition: Enter the number of trainees who permanently left the program before completion.

Number of Graduates: Enter the number of trainees who graduated from the program.

Number of Graduates Who Applied to Residency Programs: Enter the number of graduates who applied to residency programs. This field does not apply to dental hygiene programs (Leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.). Count graduates only once.

Number of Graduates Accepted into Residency Programs: Enter the number of graduates who were accepted into any residency program. This field does not apply to dental hygiene programs (Leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.). Count graduates only once.

Number of Graduates Who Enrolled in Residency Programs: Enter the number of graduates who enrolled in a residency program. This field does not apply to dental hygiene programs (Leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.). Count graduates only once.

Number of Graduates in the Same Focus Area for Residency: Enter the number of graduates who enrolled in the same residency focus area as the focus area listed in the pre-doctoral training degree/focus combination. This field does not apply to dental hygiene programs (Leave field blank or enter 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.). Count graduates only once.

Post-doctoral Training in General, Pediatric, and Public Health Dentistry

Table PYPDD-1: Oral Health Post-doctoral Training Program: Prior Academic Year Individual Completer Outcome Data

Table purpose: To describe post training practices and settings of trainees.

Trainee Unique ID	Did Trainee Complete the Program? (Y/N)	Did the Completer Enter an Oral Health Profession in the Same Discipline as His or Her Program? (Y/N)	In what Professional Settings does the Completer Practice? (Select all that apply)	% of Time per Reporting Period the Completer Spends Providing or Supervising Clinical Services per Clinical Setting				
				Rural Communities	Dental HPSAs	Federally Qualified Health Centers	Area Health Education Centers	Total (Automatically calculated)

Continuation of PYPDD-1

Identify Vulnerable Populations the Completer spent more than 50% of Time Servicing (Select all that apply)	Patient Population Served by Insurance Coverage				
	Medicare	CHIP	Uninsured	Private Insurance	Other

Instructions: Each row represents one trainee from the prior academic year. Complete each column as described below for the reporting period. The glossary contains clarification and/or definitions of key terms. Include only trainees in fellowship and residency programs including master years in public health.

D88/D84/D5G/D13 Postdoctoral Training in General, Pediatric, or Public Health Dentistry and Dental Public Health: Report on only trainees receiving direct support (Tuition and Fees and Stipends) from the grant.

Trainee Unique ID: Enter a seven-digit alpha-numeric unique identifier for each trainee. Use each trainee's unique ID consistently in all reports, including IND-GEN, throughout the duration of the grant.

Did Trainee Complete the Program? Indicate whether the trainee completed the program ('Yes' or 'No').

Did the Program Completer Enter an Oral Health Profession in the Same Discipline as His or Her Program? Indicate whether each program completer entered an oral health profession in the same discipline (general, pediatric, or public health dentistry) as their post-doctoral program ('Yes' or 'No'). If the trainee did not complete the program, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

In What Professional Settings Does the Program Completer Practice? (Select all that apply): Select the professional setting(s) for each program completer.

> **Selections**: Dental faculty; Direct clinical service; Federal, state, or local government; Program or policy development; Research; Select "Other" if the appropriate setting is not provided and enter the professional setting(s) that apply to the program completer. Select all that apply. For example, if a program completer is both an adjunct faculty member and also provides clinical services at a community health center check both "Direct clinical service" and "Dental faculty." If the trainee did not complete the program, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

% of Time per Reporting Period the Completer Spends Providing or Supervising Clinical Services per Clinical Setting: Enter the percentage of time the program completer spends in each setting listed. Settings include: Area health education centers (AHEC); Dental HPSAs; Federally qualified health centers (FQHC); Rural communities. Calculate the percentage based on a full-time equivalent. For example, if a program completer only works half time (50 percent) and spends 50 percent of that time providing services in a dental HPSA, then the percentage time entered for "Dental HPSA" is 25%.

Identify Vulnerable Populations the Completer spent more than 50% of Time Servicing : Select all the vulnerable populations where the completer spent more than 50% of time providing or supervising clinical services. Vulnerable populations include Adolescents; Children; Chronically ill; College students; Homeless individuals; Individuals with HIV/AIDS; Individuals with mental health or substance abuse disorders; Migrant workers; Military and/or military families; Older adults; People with disabilities; Pregnant women and infants; Unemployed; Returning war veterans (Iraq or Afghanistan); Veterans; Victims of abuse or trauma. Calculate the percentage based on a full-time equivalent. For example, if a program completer only works half time (50 percent) and spends 50 percent of that time providing services to clients with HIV/AIDS, then the percentage of time entered for "Individuals with HIV/AIDS" should only be 25%. If the trainee did not complete the program, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Patient Population Served by Insurance Coverage: Enter the percentage range of the patient population served by the program completer with each of the following types of insurance coverage: CHIP; Medicare; Private insurance; Uninsured; Other.

> **Selections:** Less than 5%; 6–25%; 26–50%; 51–75%; or 76–100%. If the trainee did not complete the program, leave field blank or select 'N/A'. If left blank, system will populate the field with 'N/A' once form is saved.

Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene

Table FDD-1 (1a, 1b): Oral Health Faculty Development Supply- Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene

Table purpose: To describe the faculty trainees and program outcomes, including subsequent teaching status.

FDD-1a.1: Current Faculty Trainees

Health Profession (One per row)	Field of Study (One per row)	Total Number of Faculty Trainees	Number of URM	Number of Trainees from Rural Background	Number of Trainees from Disadvantaged Background	Number of Graduates	Number of Graduates Who Will Continue to Teach	Number of Completers	Number of Completers Who Will Continue to Teach

Instructions: Each row represents an oral health faculty development program that trains current faculty members. Complete each column in the row as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Health Profession: Select each type of oral health profession trained per program.

> **Selections**: Dentist; Dental hygienist.

Field: For each health profession, select the field of dentistry as it applies to the program.

> **Selections**: Dental Hygiene; General dentistry; Pediatric dentistry, Public Health dentistry;. If more than one field of study is offered, add
>
> additional rows as necessary.

Total Number of Faculty Trainees: Enter the total number of faculty trainees per field of study. Count trainees only once.

Number of URM: Enter the number of Underrepresented Minority (URM) faculty members.

Number of Trainees from a Rural Background: Enter the number of trainees from a rural background.

Number of Trainees from a Disadvantaged Background: Enter the number of trainees from a disadvantaged background.

Number of Graduates: Enter the total number of graduates who are faculty members.

Number of Graduates Who Will Continue to Teach: Enter the number of graduates who will continue to teach for three years.

Number of Completers: Enter the total number of completers who are faculty members.

Number of Completers Who Will Continue to Teach: Enter the number of completers who will continue to teach for three years.

FDD-1a.2: Current Faculty Trainees per Training Type

Health Profession (populated)	Field of Study (populated)	Training Offered			
		Type	**Topic**	**Number of Trainees**	**Number of Hours**

Health Profession: These values are prepopulated from FDD1a.1.

Field: These values are prepopulated from FDD1a.1

Training Offered: Enter the following information per field of study:

Type of Training: Select one type of training offered. **Selections:** PhD; DrPH; DNP; PsyD; ScD; Master's degree; Certificate course; Continuing education course; Mini-residencies; Case studies; Clinical; Fellowship. If more than one type of training is offered, add additional rows

Topic of Training: Select one topic for the training offered. Topics may include: fellowship in AEGD, Master of Public Health, and other topics.

Number of Trainees: Enter the number of trainees for the type of training selected.

Number of Hours: Enter the approximate number of hours completed for the type of training by the trainee.

FDD-1b.1: Trainees Not Current Faculty

Health Profession (One per row)	Field of Study (One per row)	Total Number of Non Faculty Trainees	Number of URM	Number of Trainees from Rural Background	Number of Trainees from Disadvantaged Background	Number of Graduates	Number of Graduates Hired to Teach	Number of Completers	Number of Completers Hired to Teach

Instructions: Each row represents an oral health faculty development program that trains health professionals who are not current faculty members. Complete each column as described below for the reporting period. The glossary contains definitions of key terms.

Health Profession: Select each type of oral health profession trained per program. Selections: Dentist; Dental hygienist; Resident.

Field of Study: For each health profession, select the field of study as it applies to the program. Selections: General dentistry; Pediatric dentistry; Public health dentistry; Dental Hygiene. If more than one field of study is offered, add additional rows.

Total Number of Non-faculty Trainees: Enter the number of non-faculty trainees per field of study. **Count trainees only once**.

Number of URM: Enter the number of non-faculty underrepresented minority trainees.

Number of Trainees from a Rural Background: Enter the number of non-faculty trainees from a rural background.

Number of Trainees from a Disadvantaged Background: Enter the number of non-faculty trainees from a disadvantaged background.

Number of Graduates: Enter the total number of graduates who are not faculty members.

Number of Graduates Hired to Teach: Enter the number of non-faculty graduates who were hired to teach in an educational institution.

Number of Completers: Enter the total number of completers who are not faculty members.

Number of Completers Hired to Teach: Enter the number of non-faculty completers who were hired to teach in an educational institution.

FDD-1b.2: Trainees Not Current Faculty Per Training Type

Health Profession (populated)	Field of Study (populated)	Training Offered			
		Type	**Topic**	**Number of Trainees**	**Number of Hours**

Health Profession: These values are prepopulated from FDD1b.1.

Field: These values are prepopulated from FDD1b.1

Training Offered: Enter the following information per field of study:

Type of Training: Enter the type of training offered. Selections: PhD; DrPH; ScD; PsyD; DNP; Master's degree; Certificate course; Continuing education course; Mini-residencies; case studies; Clinical; Fellowship.

Topic of Training: Enter the topic of the training offered for the training type selected. Topics may include: Master of Public Health, fellowship in AEGD, and other topics.

Number of Trainees: Enter the number of trainees for the type of training.

Number of Hours: Enter the number of hours for the type of training.

Table FDD-2: Oral Health Faculty Development - Curriculum Content

Table purpose: To describe the training content offered by oral health faculty development programs and trainee experiences.

Training Type	Training Description (Select up to two)	Delivery Mode (Select all that apply)	Number of Instruction Hours	Percentage of Trainees Who Received Interprofessional/ Interdisciplinary Education	Number of Trainees Who Received Experiential Training in Community-Based Settings	Vulnerable/ Special Populations (Select all that apply)

Instructions: Each row represents one oral health faculty development training program as identified in Table FDD 1a and 1b. Complete each column as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Training Type: Select all types of training offered that were selected in FDD-1a.2 and FDD-1b.2.

> **Selections**: PhD; DrPH; ScD; PsyD; DNP; Master's degree; Certificate course; Continuing education course; Mini-residencies; Case studies; Clinical; Fellowship. If more than one type of training is offered, add additional rows.

Training Description: Selections: Community-based care; Care of vulnerable populations; Cultural competencies; Dental critical areas; Distance learning; Hospital dentistry; health promotion and disease prevention; informatics; Interdisciplinary; Interprofessional integrated models of care; Leadership; Public health; Pediatric dentistry; quality improvement and patient safety; Research methods; Teaching methodology; "Other" (specify the topic).

Delivery Mode: Select the main mode of training delivery.

> **Selections**: Didactic; Clinical/experiential; Research. For purposes of this reporting, use the following definitions of the training delivery modes: (1) training should be considered didactic if it involves traditional classroom or virtual education forums wherein trainees receive instruction from a designated faculty members and/or clinicians; (2) experiential training encompasses the wide array of clinical or field experience during which trainees are supervised in practice; and (3) research training generally involves the supervision of trainees in

conducting studies in clinical and/or academic environments. Such training may involve literature reviews, development of data collection protocols, data collection, data analysis, results interpretation, and/or the dissemination of research findings.

Number of Instruction Hours (non-degree programs only): Enter the total number of instruction hours completed for the specific type and description of training.

Percentage of Trainees Who Received Interprofessional/Interdisciplinary Education: For each type of training, enter the percentage of trainees who received interprofessional/interdisciplinary education through the combination of the training delivery modes selected.

Number of Trainees Who Received Experiential Training in Community-Based Settings: For each type of training, enter the number of trainees who received experiential training in a community-based setting.

Vulnerable Populations Served:

Selections: Adolescents; Children; Chronically ill; College students; Homeless individuals; Individuals with HIV/AIDS; Individuals with mental health or substance abuse disorders; Migrant workers; Military and/or military families; Older adults; People with disabilities; Pregnant women and infants; Unemployed; Returning war veterans (Iraq or Afghanistan); Veterans; Victims of abuse or trauma; Other.

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State Oral Health Workforce Program (SOWHP)

Table SOHWP-0 State Oral Health Workforce Legislative Activities

Table purpose: To describe the types of legislative activities provided by the State Oral Health Workforce Program (SOHWP) grantees and the most innovative components of the activities.

Total Number of Dentists in State	Source of 40% Match (Drop down) (Select all that apply)	Single Most Innovative Component of Your Grant (Text box)	Legislative Activity Undertaken (Select all that apply)

Instructions: All grantees will be required to complete this table. Complete each column in the row as described below for the reporting period. The glossary contains definitions of key terms.

Total Number of Dentists in State: Enter the number of dentists licensed in the State.

Source of 40% Match: Select from where your grant's 40 percent match came. Selections: State funds**;** Private, non-profit**;** In-kind**;** Donations**.** If the appropriate match source is not provided, select "Other" and specify.

Single Most Innovative Component of Your Grant: Enter a brief description of the most innovative part of your grant.

Legislative Activity Undertaken: Select the applicable legislative activities undertaken, or to be undertaken, with the grant funds using one or more of the thirteen descriptions below.

1. Loan forgiveness and repayment programs for dentists

2. Dental recruitment and retention efforts

3. Grants and low-interest or no-interest loans to help dentists who participate in the Medicaid program under Title XIX of the Social Security Act to establish or expand practices in designated dental health professional shortage areas

4. The establishment or expansion of dental residency programs in coordination with accredited dental training institutions in States without dental schools

5. Programs developed in consultation with State and local dental societies to expand or establish oral health services and facilities in dental health professional shortage areas, including services and facilities for children with special needs.

    Select type(s) of facilities supported by program. Selection: Permanent Dental Facilities; Mobile/Portable Dental Facilities.

6. Placement and support of dental students, dental residents, and advanced dentistry trainees

7. Continuing dental education, including distance-based education

8. Practice support through teledentistry

9. Community-based prevention services such as water fluoridation and dental sealant programs

10. Coordination with local educational agencies within the state to foster programs that promote children going into oral health or science professions

11. The establishment of faculty recruitment programs at accredited dental training institutions whose mission includes community outreach and service and that have a demonstrated record of serving the underserved

12. The development of a State dental officer position or the augmentation of a State dental office to coordinate oral health and access issues in the State

13. Any other activities determined to be appropriate by the Secretary (provide a brief description)

Table SOHWP-1: Activity 1 - Loan Forgiveness and Repayment Programs for Dentists

Table purpose: To describe the types of trainees receiving SOHWP loan forgiveness and repayment from grantees, and the amounts provided and terms of obligation.

Total Number of Dentists Participating in Loan Forgiveness and Repayment Program: _____

Trainee Unique ID (One per row)	Gender (M/F)	Age (Select one)	Ethnicity (Select one)	Race (Select one)	Disadvantaged Background (Y/N)	Rural/Urban/Suburban/Frontier Background (Select one)

(Continuation of SOHWP-1)

Current Reporting Period				Entire Grant Period	
Amount of Loan Forgiveness or Repayment		Serving Status in Public Health Facility (Select one)	If Serving in Public Health Facility, Serving in a Dental HPSAs	Total Amount of Time Obligated to Serve (weeks) (Select one)	Total Amount of Funding for Loan Forgiveness or Repayment to be Provided to Dentist
Provided Through the Grant	Provided Through Other Sources				

Legislative Activity:

1. Loan forgiveness and repayment programs for dentists who:

    A. agree to practice designated dental health professions shortage areas;

    B. are dental school graduates who agree to serve as public health dentists for the Federal, State, or local government; and

    C. agree to:

        i. provide services to patients regardless of such patients' ability to pay; and

        ii. use a sliding payment scale for patients who are unable to pay the total cost of services;

Instructions: Each grantee will complete as applicable. One row represents one participant. Complete each column in the row as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Total Number of Dentists Participating in Loan Forgiveness and Repayment Program: Enter the number of dentists participating in this activity. For each dentist participating in loan forgiveness or repayment program, provide a unique id. (See below instructions)

Trainee Unique ID: Enter a seven-digit alpha-numeric unique identifier number for each participating dentist. .See instructions for **unique ID.**

Gender: Indicate if the trainee is ('Male' or 'Female').

Age: Selections: Under 20 years; 20-29 years; 30-39 years; 40-49 years; 50-59 years; 60-69 years; 70 years or older; Unknown.

Ethnicity: Selections: Hispanic/Latino; Non-Hispanic/Non-Latino.

Race: Selections: American Indian or Alaska Native; Asian (Not Underrepresented); Asian (Underrepresented); Black or African-American; Native Hawaiian or Other Pacific Islander; White; More Than One Race, or Unknown.

Disadvantaged Background: Indicate if the trainee is from a disadvantaged background ('Yes' or 'No').

Rural/Urban/Suburban/Frontier Background: Indicate if the trainee is from a rural, urban background or unknown.

Note: The selections are limited to **Rural**, **Urban** and **Unknown** background. The **Suburban and Frontier rows are not required** and zeros "0" will occupy these rows to prevent grantees from entering data in the Suburban and Frontier rows in the EHB reporting system.

Current Reporting Period

Amount of Loan Forgiveness and/or Repayment Provided through the Grant: Enter the amount of loan forgiveness and/or the amount of repayment that was provided through grant funding to each participating dentist in the program.

Amount of Loan Forgiveness and/or Repayment Provided through Other Sources: Enter the amount of loan forgiveness and/or the amount of repayment that was provided through other means to each participating dentist in the program year. Other means may include: State funding, other grant funding, donations, etc. This amount may, or may not, be part of the 40 percent match required by the grant.

Serving Status in Public Health Facility: Indicate whether the participating dentist is working "Part-Time", "Full-Time", or "Not serving" in a public health facility. For the purposes of this table, "**Part-Time**" is defined as less than 50 percent time and "**Full-Time**" is defined as 50 percent time or greater. Types of facilities may include: Community Health Center, Migrant Health Center, Rural Health Center, Department of Health, School-based clinic, Mobile unit(s), or Other.

If Serving in Public Health Facilities, Serving in Status in Dental HPSAs: If participating dentist is serving in public health facility, indicate whether the participating dentist is working "Part-Time", "Full-Time", or "Not serving" in a Dental **Health Professional Shortage Area** (Dental HPSA). Do not double-count for the same period of time at the same location. For example if the trainee is serving in a Public Health Facility that is also classified as a Dental HPSA, indicate dental HPSA. It is possible that a trainee could serve Part-Time in a Public Health Facility AND Part-Time in a Dental HPSA at a *different* location. For the purposes of this table, "**Part-Time**" is defined as less than 50 percent time and "**Full-Time**" is defined as 50 percent time or greater. Refer to glossary for a definition of a HPSA. If participating dentist is not serving in a public health facility, select "N/A".

Entire Grant Period

Total Amount of Time obligated to Serve (months): Enter the **total** amount of time in months each dentist has agreed to serve in either a Public Health Facility or a Dental HPSA as a result of the their participation in this loan forgiveness / repayment program for the entire grant period.

Total Amt. of Funding for Loan Forgiveness or Repayment to be Provided to Dentist: Enter the **total** amount of funding each dentist(s) will receive, or has received, as a result of their participation in the loan forgiveness / repayment program for the entire grant period. If the dentist is participating in a multi-year agreement, this amount may exceed the amount provided for the current reporting year.

Table SOHWP-2: Activity 2 – Dental Recruitment and Retention Efforts

Table purpose: To describe the number of dentists recruited and retained by SOHWP program grantees.

Number of Targeted Vacant Dentist/Dental Provider Positions		
Number of Dentists/Dental Provider Positions Filled	**2010-2011 (Previous Year)**	
	2011-2012 (Current Year)	
Number of Filled Dentist/Dental Providers Retained for at Least One Year		

Legislative Activity:

2. Dental recruitment and retention efforts

Instructions: Each grantee will complete as applicable. This table captures the dental recruitment and retention activity outputs and outcomes related to the second SOHWP legislative activity by grantees. Complete the table as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Number of Targeted Vacant Dentist/Dental Provider Positions: Enter the number of **targeted** vacant dentist and/or dental provider positions located within a Dental HPSA or a government recognized, dental underserved population or community.

Number of Dentist/Dental Provider Positions Filled: Enter the number of **targeted** vacant dentist and/or dental provider positions located within a Dental HPSA or a government recognized, dental underserved population or community that were filled as a result of activities undertaken through the grant.

Number of Filled Dentist/Dental Providers Retained for at Least One Year: For the <u>prior</u> reporting period, enter the number of **targeted** filled dentist and/or dental provider positions located within a Dental HPSA or a government recognized, dental underserved population or community that have retained dentists and/or dental providers for at least one year as a result of activities undertaken through the grant.

Table SOHWP-3: Activity 3 - Grants and Low-interest or No-Interest Loans to Help Dentists Participating in the Medicaid/CHIP Program

Table purpose: To describe dentists who received grants and low- or no-interest loans and were enrolled in the Medicaid/CHIP programs by SOHWP program grantees, as well as the number of patient encounters.

Number of Dentists Receiving Grants and Low- or No-Interest Loans Through Program	
Did your program have dentists enrolled in Medicaid/CHIP program?	Yes/No
Number of Dentists Newly Enrolled in Medicaid/CHIP	
Number of Dentists Previously Enrolled in Medicaid/CHIP Now Accepting New Medicaid/CHIP Patients	
Total Number of Patient Encounters	
Number of Medicaid/CHIP Patient Encounters	

Legislative Activity:

3. Grants and low-interest or no-interest loans to help dentists who participate in the Medicaid program under title XIX of the Social Security Act to establish or expand practices in designated dental health professional shortage areas by equipping dental offices or sharing in the overhead costs of such practices

Instructions: Each grantee will complete as applicable. The table represents the outputs and outcomes related to the third SOHWP legislative activity by grantees. Complete each question as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Number of Dentists Receiving Low or No-Interest Loans through Program: Enter the number of dentists receiving grants and low- or no-interest loans as a result of activities taken through this grant.

Did your program have dentists enrolled in Medicaid/CHIP program?: If your program has dentists enrolled in Medicaid/CHIP program select 'Yes' and enter data for the remaining questions, else select 'No'.

Number of Dentists Newly Enrolled in Medicaid/CHIP: Enter the total number of dentists newly enrolled in Medicaid/CHIP as a result of grants and low-/no-interest loans provided through the grant.

Number of Dentists Previously Enrolled in Medicaid/CHIP Now Accepting NEW Medicaid/CHIP Patients: Enter the number of previously Medicaid/CHIP-enrolled dentists who now accept new Medicaid/CHIP patients as a result of grants and low-/no-interest loans provided through the grant.

Total Number of Patient Encounters: Enter the total number of patient encounters for dentists in the program.

Number of Medicaid/CHIP Patient Encounters: Enter the number of patient encounters with patients enrolled in Medicaid/CHIP among dentists in the program.

Table SOHWP-4 (4a, 4b): Activity 4 - Establishment or Expansion of Dental Residency Programs in States without Dental Schools

Table SOHWP-4a -Program and completer outcomes

Table purpose: To describe the number of dental residency programs established by SOHWP program grantees, as well as the number of trainees enrolled in States without a dental school.

Is the Residency Program located in Dental HPSA? Yes / No

Residency Discipline/Type	Total Number of new programs	Total Number of Existing Programs Expanded

(Continuation of SOHWP-4a)

Number of New or Additional Dental Trainees that COMPLETED Residency (Program Completers)					
Total Program Completers	URM Program Completers	Working in dental HPSAs	Working in rural areas	URM Program Completers Working in dental HPSAs	URM Program Completers working in rural areas

Legislative Activity:

4. The establishment or expansion of dental residency programs in coordination with accredited dental training institutions in States without dental schools

Instructions: Each grantee will complete as applicable. Each row represents the outputs and outcomes related to the fourth SOHWP legislative activity undertaken by grantees. Complete each column in the row as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Residency Discipline/Type:

Dentist Selections: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months); Dental Assistant; Dental Hygiene; General Dentistry; Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)

Total Number of New Programs: Enter the number of new dental residency programs established in States without dental schools as a result of activities undertaken through the grant.

Total Number of Expanded Programs: Enter the number of existing dental residency programs expanded in States without dental schools as a result of activities undertaken through the grant.

Number of New or Additional Dental Trainees that COMPLETED Residency

Total Program Completers: enter total number

URM Program Completers: enter total number

Program Completers Working in dental HPSAs: enter total number

URM Program Completers Working in dental HPSAs: enter total number

Program Completers Working in rural areas: enter total number

URM Program Completers Working in rural areas: enter total number

Table SOHWP-4b –Trainee Outcomes

Residency Discipline/Type	Training year	New Dental Residency Programs		Existing Dental Residency Programs	
		New Trainees Enrolled	New URM Trainees	Added Trainees	Added URM Trainees

Instructions: Each row represents output and outcomes related to the combination of residency/discipline type from SOHWP-4a and training year. Complete each column in the row as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Training Year: Selections: Training Year 1; Training Year 2.

<u>New Dental Residency Programs Established</u>

Number New Trainees Enrolled: Enter the total number of new dental trainees (per training year) enrolled in new dental residency programs in States without a dental school as a result of activities undertaken through the grant.

Number New URM Trainees Enrolled: Enter the total number of new URM dental trainees (per training year) enrolled in new dental residency programs in States without a dental school as a result of activities undertaken through the grant.

<u>Existing Dental Residency Program Expanded</u>

Number of Added Dental Trainees: Enter the number of additional dental trainees enrolled in expanded dental residency programs in States without a dental school as a result of activities undertaken through the grant.

Number of Added URM Dental Trainees: Enter the number of additional URM dental trainees enrolled in expanded dental residency programs in States without a dental school as a result of activities undertaken through the grant.

Table SOHWP-5 (5a, 5b): Activity 5 - Establishment or Expansion of Oral Health Services and Facilities in Dental Health Professional Shortage Areas

Table purpose: To describe the types of facilities established or expanded by SOHWP program grantees and the types of services provided and patient encounters in health professional shortage areas.

Legislative Activity:

5. Programs developed in consultation with State and local dental societies to expand or establish oral health services and facilities in dental health professional shortage areas, including services and facilities for children with special needs, such as:

   a. the expansion or establishment of a community-based dental facility, free-standing dental clinic, consolidated health center dental facility, school-linked dental facility, or United States dental school-based facility;

   b. the establishment of a mobile or portable dental clinic; and

   c. the establishment or expansion of private dental services to enhance capacity through additional equipment or hours of operation;

Instructions: Each grantee will complete SOHWP-5a and/or SOHWP-5b as applicable per answers provided in SOHWP-0. These tables capture the outputs and outcomes related to the fifth SOHWP legislative activity undertaken by grantees. Complete each column in the row as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

SOHWP-5a: Characteristics of Permanent Dental Facilities

Did your program establish new dental facilities in a HPSA/Underserved Area?: Select 'Yes' and complete SOHWP-5a.1 if your program established new dental facilities in a HPSA/Underserved Area, otherwise, select 'No'.

Did your program expand existing dental facilities in a HPSA/Underserved Area?: Select 'Yes' and complete SOHWP-5a.2 if your program expand existing dental facilities in a HPSA/Underserved Area, otherwise, select 'No'.

Instructions: Each grantee will complete as applicable. Each row represents the outputs and outcomes related to the fifth SOHWP legislative activity undertaken by grantees. Select appropriate options that describe your program and provide corresponding data for the reporting period. Complete each column in the row as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

SOHWP-5a.1: New Dental Facilities Established in a HPSA/Underserved Area

Types of Facilities	Number of Permanent Facilities	Types of Oral Health Services (Select all that apply)	Number of Patient Encounters
Community health centers			
Departments of health			
Migrant health centers			
Private			
Rural health centers			
School-based clinic			
Other (specify)			

Types of Facilities: Select the type(s) of new facilities that were established as a result of activities undertaken by the grant. Selections: Community health centers**;** Migrant health centers**;** Rural health centers**;** Departments of health**;** School-based clinic**;** Private. If the appropriate type of facility type is not provided, select "Other" and enter the facility type. For each type address the remaining columns.

Number of Permanent Facilities: For applicable types of facilities, enter the number of new dental facilities in a permanent structure established in designated Dental HPSAs or government-recognized underserved populations/communities as a result of activities undertaken by the grant.

Type of Oral Health Services: For applicable types of facilities, select the type(s) of oral health services offered at the newly established facility as a result of activities undertaken by the grant. Selections: Prevention**;** Restoration**;** Education**;** Interprofessional training**.** If the appropriate type of oral health service is not provided, select "Other" and enter the type of oral health service.

Number of Patient Encounters: For applicable types of facilities, enter the number of **patient encounters** in new dental facilities in a permanent structure established in designated dental HPSAs or government-recognized underserved populations/communities as a result of activities undertaken by the grant.

SOHWP-5a.2: Existing Dental Facilities Expanded in a HPSA/Underserved Area

Types of Facilities	Number of Permanent Facilities	Types of Oral Health Services (Select all that apply)	Number of Patient Encounters Prior to Expansion	Number of Patient Encounters Post Expansion
Community health centers				
Departments of health				
Migrant health centers				
Private				
Rural health centers				
School-based clinic				
Other (specify)				

Types of Facilities: For applicable types of facilities, select the type, or types, of existing facilities that were expanded as a result of activities undertaken by the grant. Selections: Community health centers**;** Migrant health centers**;** Rural health centers**;** Departments of health**;** School-based clinic**;** Private. If the appropriate type of facility type is not provided, select "Other" and enter the facility type. For each type address the remaining columns.

Number of Permanent Facilities: For applicable types of facilities, enter the number of existing dental facilities in a permanent structure located in designated Dental HPSAs or government-recognized underserved populations/communities that were expanded as a result of activities undertaken by the grant.

Type of Oral Health Services: For applicable types of facilities, select the type, or types of oral health services offered at the existing facility that were expanded as a result of activities undertaken by the grant. Selections: Prevention**;** Restoration**;** Education**;** Interprofessional training**.** If the appropriate type of oral health service is not provided, select "Other" and enter the type of oral health service.

Number of Patient Encounters Prior to Expansion: For applicable types of facilities, enter the average number of patient encounters for 12-month period in existing dental facilities in a permanent structure that occurred 12 months prior to expansion in designated dental HPSAs or government-recognized underserved populations/communities as a result of activities undertaken by the grant.

Number of Patient Encounters Post Expansion: For applicable types of facilities, enter the number of patient encounters (during the reporting period) in existing dental facilities in a permanent structure that occurred after expansion in designated dental HPSAs or government-recognized underserved populations/communities as a result of activities undertaken by the grant.

SOHWP-5b: Characteristics of Mobile/Portable Dental Facilities

Did your program establish new dental facilities in a HPSA/Underserved Area? Select 'Yes' and complete SOHWP-5b.1 if your program established new dental facilities in a HPSA/Underserved Area, otherwise, select 'No'.

Did your program expand existing dental facilities in a HPSA/Underserved Area? Select 'Yes' and complete SOHWP-5b.2 if your program expands existing dental facilities in a HPSA/Underserved Area, otherwise, select 'No'.

SOHWP-5b.1: New mobile/portable dental facilities in a HPSA/underserved area

Types of Oral Health Services	Number of Patient Encounters

Type of Oral Health Services: Select the type, or types of oral health services offered at the newly established mobile/portable dental facility as a result of activities undertaken by the grant. **Selections**: Education**;** Interprofessional training; Prevention**;** Restoration**.** If the appropriate type of oral health service is not provided, select "Other" and enter the type of oral health service.

Number of Patient Encounters: Enter the number of patient encounters in new mobile/portable dental facilities in designated Dental HPSAs or government-recognized underserved populations/communities that occurred as a result of activities undertaken by the grant.

SOHWP-5b.2: Existing mobile/portable dental facilities in a HPSA/underserved Area

Types of Oral Health Services	Number of Patient Encounters Prior to Expansion	Number of Patient Encounters Post Expansion

Type of Oral Health Services: Select the type, or types of oral health services offered at the existing mobile/portable dental facility that were expanded as a result of activities undertaken by the grant.

> **Selections**: Education**;** Interprofessional training; Prevention**;** Restoration**.** If the appropriate type of oral health service is not provided, select "Other" and enter the type of oral health service.

Number of Patient Encounters Prior to Expansion: Enter the number of patient encounters at existing mobile/portable dental facilities that occurred prior to expansion in designated dental HPSAs or government-recognized underserved populations/communities as a result of activities undertaken by the grant.

Number of Patient Encounters Post Expansion: Enter the number of patient encounters at existing mobile/portable dental facilities that occurred after expansion in designated dental HPSAs or government-recognized underserved populations/communities as a result of activities undertaken by the grant.

SOHWP-Activity 6 - Placement and Support of Dental Students, Dental Residents, and Advanced Dentistry Trainees

Legislative Activity:

6. Placement and support of dental students, dental residents, and advanced dentistry trainees

SOHWP-Activity 6

Instructions: Each grantee will complete as applicable. Complete the following tables as specified in **Table 1** of the manual: **EXP-1, CLSET-1, IND-GEN, IND-FAC, and INDGEN-EXP** for each column in the row as described for the reporting period. The glossary contains clarification and/or definitions of key terms.

SOHWP-7: Activity 7 - Continuing Dental Education

Legislative Activity:

7. Continuing dental education, including distance-based education

SOHWP-Activity 7

Instructions: Each grantee will complete as applicable. Complete the following tables as specified in **Table 1** of the manual: **CE-1 and CE-TTY** for each column in the row as described for the reporting period. The glossary contains clarification and/or definitions of key terms.

Table SOHWP-8: Activity 8 - Teledentistry Practice Support

Table purpose: To describe the types of teledentistry education training experiences offered by SOHWP program grantees and the number of patient encounters during the training.

Number of Dental Facilities with Teledentistry Capabilities	
Number of Teledentistry Encounters Involving Patient Care	
Number of Teledentistry Sessions Involving Training	

Legislative Activity:

8. Practice support through teledentistry conducted in accordance with State laws

Instructions: Each grantee will complete as applicable. Each row represents the outputs and outcomes related to the eighth SOHWP legislative activity undertaken by grantees. Complete each column in the row as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Number of Dental Facilities with Teledentistry Capabilities: Enter the number of dental facilities that have teledentistry capabilities that were/are supported by the grant.

Number of Teledentistry Encounters Involving Patient Care: Enter the number of teledentistry encounters involving patient care.

Number of Teledentistry Sessions Involving Training: Enter the number of teledentistry sessions involving training.

Table SOHWP-9: Activity 9 - Community-Based Prevention Services

Table purpose: To describe the types of community-based preventive services provided by SOHWP program grantees and the numbers served.

Fluoridated Water	Number of New Water Systems	
	Number of Replaced Water Systems	
	Estimated Number of Residents Served	
Dental Sealant	Number of Children Receiving Sealants	
Topical Fluoride	Number of Individuals Receiving Topical Fluoride	
Diagnostic/Preventive Dental Services	Number of Individuals Receiving Diagnostic or Preventive Dental Services	
Oral Health Education	Number of Recipients of Oral Health Education	

Legislative Activity:

9. Community-based prevention services such as water fluoridation and dental sealant programs

Instructions: The table represents the outputs and outcomes of each grantee related to the ninth SOHWP legislative activity. Complete each row as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Fluoridated Water

Number of New Water Systems: Enter the number of new water systems that were installed to provide optimally fluoridated water as a result of activities funded through the grant.

Number of Replaced Water Systems: Enter the number of water systems that were replaced to provide optimally fluoridated water as a result of activities funded through the grant.

Estimated Number of Residents Served: Enter the estimated number of residents served by community water systems with optimally fluoridated water as a result of activities funded through the grant.

Dental Sealant

Number of Children Receiving Sealants: Enter the number of children that received a sealant on at least one permanent molar tooth as a result of activities funded through the grant.

Topical Fluoride

Number of Individuals Receiving Topical Fluoride: Enter the number of individuals who received topical fluoride as a result of activities funded through the grant.

Diagnostic/Preventive Dental Services

Number of Individuals Receiving Diagnostic or Preventive Dental Services: Enter the number of individuals who received diagnostic or preventive dental services as a result of activities funded through the grant.

Oral Health Education

Number of Recipients of Oral Health Education: Enter the number of individuals who received oral health education as a result of activities funded through the grant.

Table SOHWP-10: Activity 10 - Programs that Promote Children Going into Oral Health and Science Professions

Table purpose: To describe the number and types of oral health promotion events provided by SOHWP program grantees and the number of children attending.

Type of Promotional Event (Drop down)	# of Promotional Events (By type of event)	Types of Local Organizations Involved in Events (Drop down) (Select all that apply)	# of Children Attending Promotional Event (By type of event)	Types of Promotional Materials Created (Drop down) (Select all that apply)

Legislative Activity:

10. Coordination with local educational agencies within the State to foster programs that promote children going into oral health or science professions

Instructions: The table represents the outputs and outcomes of each grantee related to the tenth SOHWP legislative activity. Complete each column in the row as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Type of Promotional Event: Select the types of events offered that promote oral health and science professions as a result of activities taken through the grant. **Selections**: School/career fair; Community fair; For-profit organization sponsored event; Government-sponsored event; Nonprofit organization sponsored event; Lecture; Presentation. If the appropriate type of promotional event is not provided, select "Other" and enter the type of promotional event.

Number of Promotional Events: Enter the number of events held that promote oral health and science professions as a result of activities funded through the grant.

Types of Local Organizations Involved in Events: Select all applicable types of local organizations involved in promoting oral health and science professions by the type of event. Selections: Social organization; Non-profit organization; School; Recreational facility. If the appropriate local organization is not provided, select "Other" and enter the local organization.

Number of Children Attending Promotional Event: Enter the estimated number of children reached by oral health and science professions, by type of event, as a result of activities funded through the grant.

Types of Promotional Materials Created: Select all applicable types of promotional materials that were created as a result of activities taken through the grant. Selections: Posters; Brochures; Curricula. If the appropriate type of promotional material created is not provided, select "Other" and enter the type of promotional material created.

Table SOHWP-11: Activity 11 - Establishment of Faculty Recruitment Programs

Table purpose: To describe the number of faculty recruitment programs and activities offered by SOHWP program grantees and the number and type of attendees recruited.

Institutions that Established Faculty Recruitment Programs	Recruitment Activities Conducted	Total Number of Dental Faculty Recruited Through Programs	Number of Underrepresented Minority Dental Faculty Recruited

Legislative Activity:

11. The establishment of faculty recruitment programs at accredited dental training institutions whose missions include community outreach and service and that have a demonstrated record of serving the underserved

Instructions: The table represents the outputs and outcomes of each grantee related to the eleventh SOHWP legislative activity. Complete each column in the row as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Institutions that Established Faculty Recruitment Programs: Enter the name of the institutions that established a faculty recruitment programs.

Recruitment Activities Conducted: Enter a very brief description of the types of recruitment activities undertaken through this grant.

Total Number of Dental Faculty Recruited Through Programs: Enter the total number of faculty members recruited at accredited dental training institutions whose mission includes community outreach and service and who have a demonstrated record of serving the underserved as a result of activities undertaken through this grant.

Number of Underrepresented Minority Dental Faculty Recruited: Enter the number of underrepresented minority dental faculty members recruited at accredited dental training institutions whose mission includes community outreach and service and who have a demonstrated record of serving the underserved as a result of activities taken through the grant.

Table SOHWP-12: Activity 12 - Strengthening the State's Dental Office

Table purpose: To describe efforts to strengthen the State's dental offices through SOHWP program grants.

| Was a new state dental office created? (Y/N) | Was a new state dental officer position created? (Y/N) | Number of New Support Staff Members Hired | | | | | | If 'Other', Specify Type | Identify new statewide oral health workforce-related initiatives (narrative) | Identify expanded statewide oral health workforce-related initiatives (narrative) |
		Administrative	Dentist, Dental hygienist, Oral health coordination	Fluoridation expert	Epidemiologist	Statistician	Other			

Legislative Activity:

12. The development of a State dental officer position or the augmentation of a State dental office to coordinate oral health and access issues in the State

Instructions: The table represents the outputs and outcomes of each grantee related to the twelfth SOHWP legislative activity. Complete each column in the row as described below for the reporting period. The glossary contains clarification and/or definitions of key terms.

Was a New State Dental Office Created?: Indicate whether a new State dental office was established as a result of activities taken through the grant (Yes/ No).

Was a New State Dental Officer Position Created? Indicate whether a new State dental officer position was established as a result of activities taken through the grant (Yes/ No).

Number of New Support Staff Members Hired: For each type of support staff (Administrative; Dentist, Dental hygienist Oral health coordination; Epidemiologist; Fluoridation expert; Statistician, other), enter the number of new staff members (.5 FTE or greater) hired to support the State dental officer and office as a result of activities taken through the grant. If the appropriate type of new support staff member hired is not provided, enter number under "Other" type.

If 'Other', Specify Type: If number of new staff members is provided under "Other" type, enter type description.

Identify New Statewide Oral Health Workforce-Related Initiatives: Enter a brief description of any new statewide oral health workforce-related planning initiatives that were a result of new staff members hired by this grant. New initiatives may come from an existing State dental officer or office as well as from those that are newly established. For the purpose of this column, new initiatives SHOULD NOT include grant-funded activities that are included elsewhere in this report.

Identify Expanded Statewide Oral Health Workforce-Related Initiatives: Enter a brief description of any existing statewide oral health workforce-related planning initiatives that were expanded as a result of new staff members hired by this grant. For the purpose of this column, expanded initiatives SHOULD NOT include grant-funded activities that are included elsewhere in this report.

Table SOHWP-13: Activity 13 - Other Activities

Table purpose: To describe any other activities not previously mentioned.

Activity	Select If Applicable	Description
Policy	☐	
Grant Contracts	☐	
Strategic Efforts	☐	
Partnership(Public/Private)	☐	
Training	☐	
Prevention	☐	
Workforce Development	☐	
Other	☐	

Instruction: Select applicable activities and provide detail in the progress report or final report on the selected activities.

Health Careers Opportunity Program

Table DP-2: Health Careers Opportunity Program- Unstructured Pipeline Programs

(No Individual Level Data Collection for Unstructured Programs)

Table purpose: To describe the level of attendance in HCOP unstructured program activities by education level of trainee.

Unstructured Program (One per Row)	Number of Hours (Select one)	Total Number of Trainees	Number of Trainees				
			Grades K-6	**Grades 7-8**	**Grades 9-12**	**College Students**	**Graduate/ Health Professional Students**

Instructions: Each row represents one unstructured program. Complete each column as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms. This table applies to HCOP programs.

Unstructured Program: Enter a description of the unstructured program activity. If more than one unstructured program was offered, add additional rows to expand the table to include all programs. Unstructured programs are any program offered by the HCOP grantee that does not meet the minimum definitions of one of the following programs: Summer Program; Health Professions Academy; Saturday Academy; Pre-Matriculation Program; Post-Baccalaureate Program.

Number of Hours: Selections: 0-39 hours; 40-79 hours; 80-119 hours. Complete table DP-1a for programs that involve 120 hours or more.

Total Number of Trainees: Enter the total number of trainees. Count each trainee only once.

Subset of Total Number of Trainees: **Count each trainee only once.**

Number of Trainees, Grades K-6: Enter the total number of trainees in grades K-6.

Number of Trainees, Grades 7-8: Enter the total number of trainees in grades 7-8.

Number of Trainees, Grades 9-12: Enter the total number of trainees in grades 9-12.

Number of Trainees, College Students: Enter the total number of trainees in college. For purposes of this reporting, college students include students in two-year colleges and four-year colleges. (Also includes post-high school/pre-college students)

Number of Trainees, Graduate/ Health Professional Students: Enter the total number of graduate/professional students who attended. (Also includes post-college/pre-graduate students).

Nursing Workforce Diversity

Table DP-3: Nursing Workforce Diversity - Unstructured Pipeline Programs

Table purpose: To describe the level of attendance in NWD unstructured program activities by education level of trainee.

Unstructured Program	Number of Hours	Total Number of Trainees	Number of Trainees									
(One per Row)	(Select one)		Grades K-8	Grades 9-12	Post-high School/ Pre-college	Pre-nursing/ College	Diploma	Associate's	Bachelor's	Master's	Doctoral

Instructions: Each row represents one unstructured program. Complete each column as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

Program Activity: Select the unstructured program activity offered through the NWD grant. If more than one program was offered, add additional rows to expand the table to include all programs. Refer to the table below for a description of each unstructured program activity. The examples of activities are not exhaustive—the list is limited. Grantees should list additional activities as appropriate in the corresponding categories

NWD Unstructured Program Activity	Activities
Pre-college Preparation	Tutoring, mentoring, test taking strategies, ACT/SAT preparation, computer skills, collaboration with high school counselors, dual enrollment
College Academic Support	Individualized academic plan, intrusive counseling, tutoring/mentoring, NCLEX preparation, leadership development, clinical externships
Social Support	Counseling, case management, learning community, service learning
Socialization	Learning communities, Future Nurses Club, summer enrichment, campus tours, case management, job shadowing

Number of Hours: Selections: 0-39 hours; 40-79 hours; or 80-119 hours. Complete Table DP-1a for programs that involve more than 120 hours.

Total Number of Trainees: Enter the total number of trainees. Count each trainee only once.

Subset of Total Number of Trainees: Count each trainee only once.

Number of Trainees, Grades K-8: Enter the total number of trainees in grades K-8.

Number of Trainees, Grades 9-12: Enter the total number of trainees in grades 9-12.

Number of Trainees, Post-high School/Pre-college: Enter the total number of trainees who graduated from high school but had not matriculated into college.

Number of Trainees, Pre-nursing/College: Enter the total number of trainees who were pre-nursing college students or college students with an undeclared major.

Number of Trainees, Diploma: Enter the total number of trainees who enrolled in a nursing diploma program.

Number of Trainees, Associate's: Enter the total number of trainees enrolled in an associate's degree nursing program.

Number of Trainees, Bachelor's: Enter the total number of trainees enrolled in a bachelor's degree nursing program.

Number of Trainees, Master's: Enter the total number of trainees enrolled in a master's degree nursing program.

Number of Trainees, Doctoral: Enter the total number of trainees enrolled in a doctoral degree nursing program.

Table DP-4: Centers of Excellence - Description of Faculty in Health Professions Schools

Table purpose: To describe underrepresented minority (URM) faculty members and the number employed by the health professions school for each discipline in the COE program.

DP-4a: Hispanic or Latino Faculty Members Information in the Health Professions School

Enter Program Discipline/Type (Select one per table)	

Race	Number of Full – Time Faculty Members			Number of Part – Time Faculty Members		
	Total	New (URM)	URM Attrition	Total	New (URM)	URM Attrition
American Indian or Alaska Native[3]						
Asian (underrepresented[1])						
Asian (non-underrepresented[1])						
Black or African-American						
Native Hawaiian						
Other Pacific Islander[2]						
White						
Unknown						
More than One Race						
Total (Auto calculate)						

DP-4b: Non- Hispanic or Non-Latino Faculty Members Information in the Health Professions School

Enter Program Discipline/Type (Select one per table)	

Race	Number of Full – Time Faculty Members			Number of Part – Time Faculty Members		
	Total	New (URM)	URM Attrition	Total	New (URM)	URM Attrition
American Indian or Alaska Native[3]						
Asian (underrepresented[1])						
Asian (non-underrepresented[1])						
Black or African-American						
Native Hawaiian						
Other Pacific Islander[2]						
White						
Unknown						
More than One Race						
Total (Auto calculate)						

Instructions for DP-4a and Dp-4b:

Complete a separate table for **Hispanic or Latino ethnicity and Non-Hispanic or Non-Latino ethnicity** as described below for the reporting period. Discipline/Type selection values are populated from the Health Profession and Disciplines – Setup form. The glossary contains clarifications and/or definitions of key terms. Include numbers for all faculty in the institution; the table is not restricted to COE faculty members.

Race: Race of the faculty member.

Discipline/Type: Indicate the discipline/type

> **Dentist Selections**: FELLOWSHIP AND RESIDENCY PROGRAMS: Advanced Education In General Dentistry - AEGD 12 month program (include optional 2nd year); AEGD 24 month program; Dental Public Health - DPH 12 month program; DPH 24 month program; General Practice Residency - GPR 12 month program (include optional 2nd year); GPR 24 month program; Geriatric Dentistry; Pediatric Dentistry (24 months);
>
> OTHER PROGRAMS: Dental Assistant; Dental Hygiene; General Dentistry;   Pediatric Dentistry; MPH year-General Dentistry (Master's in Public Health); MPH year-Pediatric Dentistry; MPH year-Public Health Dentistry; MPH year-Dental Hygiene, Public Health Dentistry; Other (specify)
>
> **Medicine Selections:** Aerospace Medicine; Allopathic Medicine, Alternative/Complementary Medicine; Behavioral/Mental Health In School Of Medicine And Osteopathic Medicine; Cardiology; Chiropractic; Family Medicine; General Internal Medicine; General Pediatrics; General Preventive Medicine; General Preventive Medicine/ Family Medicine; General Preventive Medicine/ Internal Medicine; General Preventive Medicine/ Public Health; Geriatric Medicine; Geriatric Psychiatry; Integrative Medicine; Internal Medicine /General Pediatrics; Internal Medicine/Family Medicine; Neurology; Obstetrics/Gynecology; Occupational Medicine; Oncology; Osteopathic General Practice; Pediatrics/Family Medicine; Pharmacy, Podiatry; Psychiatry; Radiology; Veterinary Medicine; Other (Specify)
>
> **Physician assistants**: Disciplines are not applicable (N/A).
>
> **Nursing:** Alternative/Complementary Nursing; CNS-Adult gerontology; CNS-Family; CNS-Geropsychiatric; CNS-Neonatal; CNS-Pediatrics; CNS-Psychiatric/Mental health; CNS-Women's health; Clinical Nurse Specialist (CNS); Home Health Aide; Licensed Practical/Vocational Nurse (LPN/LVN); NP - Other advanced nurse specialists; NP - Psychiatric/Mental health; NP –Adult gerontology; NP –Family; NP –Neonatal; NP –Pediatrics; NP –Women's health; NP- Acute care adult gerontology; NP- Acute care pediatric; NP-

Emergency care; NP- Geropsychiatric; Nurse Administrator; Nurse Anesthetist; Nurse Assistant/Patient Care Associate (PCA); Nurse Educator; Nurse Generalist; Nurse Midwife; Nurse Practitioner (NP); Nurse Researchers/Scientists; Nursing Informatics; Public Health Nurse; Registered Nurse; Registered Nurse Student; Other (specify);

Behavioral Health/Public Health/Other Selections:

Behavioral Health Selection: Counseling Psychology; Clinical Psychology; Clinical Social Work;; Marriage and Family Therapy; Pastoral/Spiritual Care; Other Psychology; Other Social Work, Substance Abuse/Addictions Counseling; Other (specify);

Public Health: Biostatistics; Biostatistics – Biometry; Community Health Worker Environmental Health; Environmental Health – Environmental chemistry; Environmental Health – Environmental health planning; Environmental Health – Environmental sciences; Environmental Health – Industrial hygiene; Environmental Health – Occupational safety and health; Environmental Health – Radiological health; Environmental Health – Toxicology; Environmental Health – Water quality; Epidemiology; Geriatrics/Aging Populations Global/International Health; Global/International Health – Tropical medicine; Health Education/Behavior; Health Education/Behavior – Behavioral sciences; Health Education/Behavior – Community health sciences; Health Education/Behavior – Evaluation research; Health Education/Behavior – Health behavior; Health Education/Behavior – Health promotion/disease prevention; Health Services Research; Health Services/Hospital Administration; Health Services/Hospital Administration – Health management; Health Services/Hospital Administration – Health planning; Health Services/Hospital Administration – Hospital administration; Maternal & Child Health; Maternal & Child Health – Adolescent health; Maternal & Child Health – Infant and child health; Maternal & Child Health – Women's health; Nutrition; Nutrition – Dietetics; Nutrition – Public health nutrition; Occupational Health; Public Health (General Studies); Public Health Practice; Public Health Practice – Community health practice; Public Health Practice – Program management; Urban Health; Veterinary Science – Veterinary public health; Other (specify);

Other: Audiology; Bio-Engineering; Biomedicine; Biomedicine - Biochemistry; Biomedicine - Cancer biology; Biomedicine - Immunology; Biomedicine - Microbiology; Biomedicine - Parasitology; Biomedicine - Pathobiology; Biomedicine - Biomedical and Laboratory Sciences; Clinical Laboratory Worker; Clinical Researcher; EMT-Paramedic/First responder; Extended Care Administrator; Forensic Science; Genetics; Health Information Systems/Data Analysis; Health Policy/Law; Lactation Consultant; Long-Term Care Administration; Occupational Therapy; Occupational Therapy – Occupational therapy assistant; Optometry; Pharmacy; Physical Therapy; Physical Therapy – Physical therapy assistant; Radiologic Services; Respiratory Therapy; Speech/Language Pathology; Other (specify);

Number of Full-Time Faculty Members

Total: Enter the number of full-time faculty members employed at the school for the selected discipline.

New (URM): Enter the number of new full-time URM faculty members employed at the school for the same selected discipline**.**

URM Attrition: Enter the number of full-time URM faculty members who are no longer employed by the institution for the same selected discipline.

Number of Part-Time Faculty Members

Total: Enter the number of part-time faculty members employed at the school for the selected discipline.

New (URM): Enter the number of new part-time URM faculty members employed at the school for the same selected discipline**.**

URM Attrition: Enter the number of part-time URM faculty members who are no longer employed by the institution for the same selected discipline.

Total: Totals will automatically calculate.

[1] For purposes of this reporting, underrepresented Asian refers to any Asian sub-population other than Chinese, Filipino, Japanese, Korean, Asian Indian, or Thai.

[2] In accordance to the Centers of Excellence legislation, enter Native Hawaiian data separately from the "Other Pacific Islander" category.

[3] In discordance to the Centers of Excellence legislation, enter Native Hawaiian data separately from the "American Indian or Alaska Native" category.

Academic Administrative Units in Primary Care

Table AAU-1: Academic Administrative Units in Primary Care Program: Characteristics and Activities

Table purpose: To describe the training curriculum of academic administrative units as well as the integration of various disciplines among both new and existing academic administrative units.

Did this BHPr funding support the development of a new academic administrative unit? (Yes/No)

Disciplines	Trainee Level (Select all that apply)	Integration Across Grant Activities (Percentage of Training Hours)					Summary of Time (Must equal 100% in each row)
		Didactic Training	Clinical Training	Faculty Development	Research Training	Administrative Development	
Family medicine							
General internal medicine							
General pediatrics							
Combined internal medicine and general pediatrics							
Combined family medicine/internal medicine							
Combined family medicine/pediatrics							
Physician assistants							
Unassigned/transitional year							
Other (specify)							

Instructions: Each row represents a discipline. For each discipline complete each <u>row</u> as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

Trainee Level: Select the appropriate trainees per discipline**.** Selections: Medical student; Physician assistant student; Physician assistant resident; Resident; Fellow; Physician assistant - academic; Physician assistant - community; physician- academic, physician-community.

For the purposes of this reporting, a physician or physician assistant –"community" is a provider working in a setting other than an academic department (e.g., community preceptor). 'Physician or physician assistant – "academic" is a provider working primarily in an academic department or unit (e.g., medical school, physician assistant training program, residency program, department of pediatrics).

Did this BHPr funding support the development of a new academic administrative unit? Yes / No

AAUs and Grant Activities: Enter the percentage of time for each column per discipline. For the purposes of this reporting, use the following definitions:

> **Didactic Training:** Training is considered didactic if it involves traditional classroom or virtual education forums wherein trainees receive instruction from designated faculty members or clinicians.

> **Clinical Training:** Training is considered clinical if it involves patient care including clinical rotations and clerkships or residency and fellowship training.

> **Faculty Development:** Training is considered faculty development if it develops skills for professionals who will or do teach in graduate or undergraduate medical education settings.

> **Research Training:** Research training involves supervising trainees in conducting studies in clinical or academic environments, preparing literature reviews, developing data collection protocols, implementing data collection, conducting data analysis, interpreting results, and disseminating research findings.

> **Administrative Development:** Administrative development activities include core administrative activities, such as curriculum development, learner evaluation, leadership training, infrastructure building, staff management, procurement of materials, accounting, recordkeeping, and other activities that generate indirect costs and are allowable as stipulated by the grant.

Summary of Time (per row): Enter the total percentage of time for all trainings and activities provided for each grant activity. The total time for each row must equal 100 percent.

Physician Faculty Development in Primary Care

Table PFD-1: Physician Faculty Development in Primary Care Program: Purpose and Completer Outcomes

Table purpose: To describe the purpose and characteristics of the physician faculty development program as well as the characteristics and outcomes of trainees.

PFD-1: Training Program Purpose

Program Purpose (Select all that apply)	Unit of Time Focused on Purpose	Amount of Time Focused on Purpose	Continuing Medical Education Offered? (Y/N)	Attrition	Number of Trainees by Trainee Level		
					Fellow	Physician Faculty Member	Physician - Community
Research							
Development of Education Skills							
Development of Clinical Skills							
Management and Leadership							
Other (specify)							
		Total: Auto-calculate		Total: Auto-calculate	Total: Auto-calculate	Total: Auto-calculate	Total: Auto-calculate

Instructions: Each row represents one program purpose. Complete each column as described below for the reporting period. The glossary contains clarifications and/or definitions of key terms.

Program Purpose: Select up to two primary purposes for the grant. Selections: Research; Development of education skills; Development of clinical skills; Management and leadership; Other (specify).

Unit of Time Focused on Purpose: Selections: Hours; Days; Months.

Amount of Time Focused on Purpose: Enter the amount of time focused on the program purpose per unit of time. The amount total will calculate automatically.

Continuing Medical Education Offered: Indicate if continuing medical education is offered ('Yes' or 'No').

Attrition: Enter the number of trainees who permanently left the program before program completion.

Number of trainees by Trainee Level : Enter the number of trainees for each trainee level(Fellow, Physician Faculty Member, Physician-Community).Total is automatically calculates based on trainee level response.

Total Number of Trainees: The total number of trainees will calculate automatically based on trainee level response.

Table NEPQR-1: Nurse Education Practice, Quality, and Retention Program: Purpose of Grant

NEPQR Grant Purposes (Select one)	Additional NEPQR Tables
E1: Expanding the enrollment in baccalaureate nursing programs	N-1; PY-1; IND-GEN
E2: Providing education in the new technologies, including distance learning methodologies	N-1; EXP-1a; CE-1; CE-TTY; CLSET-1; CE-2; IND-GEN; INDGEN-EXP; PY-1
P1: Establishing or expanding nursing practice arrangements in non-institutional settings (Nurse Managed Centers) to demonstrate methods to improve access to primary health care in medically underserved communities	EXP-1a; CLSET-1; IND-GEN; INDGEN-EXP
P2: Providing care for underserved populations and other high-risk groups such as the elderly, individuals with HIV/AIDS, substance abusers, the homeless, and victims of domestic violence	EXP-1a; CE-1; CE-TTY; CLSET-1; CE-2; PY-1; IND-GEN; INDGEN-EXP
P3: Providing quality coordinated care, and other skills needed to practice in existing and emerging organized health care systems	CE-1; CE-TTY; CE-2
P4: Developing cultural competencies among nurses	N/A
R1: Career Ladder Program to promote career advancement for individuals, including licensed practical nurses, licensed vocational nurses, certified nurse assistants, home health aides, diploma degree or associate degree nurses, to become baccalaureate prepared registered nurses or advanced education nurses in order to meet the needs of the registered nurse workforce	N-1; PY-1; IND-GEN
R2: Developing and implementing internships and residency programs in collaboration with an accredited school of nursing to encourage mentoring and the development of specialties	NEPQR-3
R3: Career Ladder Program to assist individuals in obtaining education and training required to enter the nursing profession and advance within such profession	N-1; CE-1; CE-TTY; CE-2; PY-1; IND-GEN
R4: Enhancing patient care delivery systems through improving the retention of nurses and enhancing patient care that is directly related to nursing activities	NEPQR-2a; NEPQR-2b; CE-1; CE-TTY; CE-2

Table NEPQR-2a: Nurse Education Practice, Quality, and Retention (purpose R4 only) -Nursing Retention and Vacancy Data

Table purpose: To describe nursing program rates of retention and vacancy.

Year	Nurse Retention Rate		Nurse Vacancy Rate	
	Projected	**Actual**	**Projected**	**Actual**
Baseline (Prior to start of project)		%		%
Year One	%	%	%	%
Year Two	%	%	%	%
Year Three	%	%	%	%

Instructions: Each row represents a core retention measure. Complete each column as described below. The glossary contains clarifications and/or definitions of key terms.

Core Retention Measures:

Nurse Retention Rate—Baseline: Enter the baseline retention rate (percentage) reported in the original grant proposal.

Nurse Vacancy Rate—Baseline: Enter the vacancy rate (percentage) reported in the original grant proposal.

Year One:

Nurse Retention Rate- Projected: Enter the projected value for nurse retention reported in your original grant proposal in percentage.

Nurse Retention Rate-Actual: Enter the actual percentage using the following calculation: the actual number of nurses retained divided by the total number of nurses in the organization.

Nurse Vacancy Rate-Projected: Enter the projected percentage for nurse vacancy reported in the original grant proposal

Nurse Vacancy Rate-Actual: Enter the actual percentage using the following calculation: the actual number of vacant nursing positions divided by the total number of nursing positions available.

Year Two: See calculations in Year One above.

Year Three: See calculations in Year One from above.

Note: The number of years displayed will be based on the number of years within the project period.

Table NEPQR-2b: Nurse Education Practice, Quality, and Retention (purpose R4 only) - Patient Care Core Indicators

Table purpose: To describe nursing program activities that relate directly to enhancing patient care.

Patient Care Core Indicators	Baseline	Year One		Year Two		Year Three	
	(Prior to start of project)	Projected	Actual	Projected	Actual	Projected	Actual
1.	%	%	%	%	%	%	%
2.	%	%	%	%	%	%	%
3.	%	%	%	%	%	%	%
4.	%	%	%	%	%	%	%

Instructions: Each row represents one patient care core indicator. Complete each column in the row as described below. The glossary contains clarifications and/or definitions of key terms.

Patient Care Core Indicators: Enter all of the patient care core indicators that were reported in the original grant proposal.

Baseline: Enter the baseline rate for each of the four patient care core indicators that were reported in the original grant proposal.

Year One:

> **Projected:** Enter the projected value in percentages for each patient care core indicator reported in the original proposal.

> **Actual**: Enter the actual percentage by calculating your organization's standard metric for the core indicator identified.

Year Two: See calculations in Year One above.

Year Three: See calculations in Year One above.

Note: The number of years displayed will be based on the number of years within the project period.

Table NEPQR-3: NEPQR (Purpose R2): Internships and Residencies
Nursing Program Support and Mentoring (NEPQR-R2)

Table purpose: To track program progress in developing and implementing internships and residency (I & R) programs in collaboration with an accredited school of nursing to encourage mentoring and the development of specialties.

Length of Internship & Residency Program	Specialty (Select One)	Career Role/Level	# Enrollees Supported		# Program Completers		# RN's Employed and Retained for Year 1	# RN's Retained for Year 2	# RN's Retained for Year 3
			Projected	Actual	Projected	Actual			

Indicator Descriptions and Data Entry Instructions: Please provide this information for each program offered during the reporting period. If multiple programs are offered, enter a separate row. The glossary contains clarifications and/or definitions of key terms.

Length of the Internship and Residency Program (Weeks): For length, indicate in number of weeks (i.e., a six-month I & R equals 24 weeks).

Specialty: Enter the applicable training program specialty offered.

Nurse Selections: nurse generalist, women's health, pediatrics, mental health, emergency care, chronic care, clinical nurse specialist, acute care NP, nurse anesthetist, nurse administrator, public health nurse, nurse educator, nursing informatics, other (specify).

Nurse Practitioners Selections: nurse practitioners, clinical nurse specialists, nurse administrators, nurse anesthetists, nurse-midwives, nurse educators, nurse researchers/scientists, public health nurses, and other advanced nurse specialists.

Nurse Midwife Selections: N/A should be entered.

Career Role/Level:

Selections for the registered nurse role include: BSN; CNL; Diploma; ADN; Trainees completing an AS;

Selections for the APRN roles include: Clinical nurse specialist; Nurse administrator; Nurse anesthetist; Nurse educator; Nurse informaticist; Nurse midwife; Nurse practitioner; Public health nurse.

Select 'N/A' if role is not applicable

Number of Enrollee Supported:

Projected - For each nursing program enter the projected number of internships & residency participants that were identified in the original project application.

Actual – For each nursing program offered during the reporting period enter the actual number of internships & residency participants supported during the project reporting period.

Number of Program Completers:

Projected - For each nursing program, enter the projected number of participants who are anticipated to successfully complete internships & residency as identified in the original project application.

Actual - For each nursing program, enter the number of participants who successfully completed the internships & residency program.

Number of RN's Employed and Retained for Year 1 : For each nursing program offered, enter the number of RN's who successfully completed the internships & residency program that have been employed and retained at the same institution for one year.

Number of RN's Retained for Year 2 : For each nursing program offered, enter the number of RNs who successfully completed the internships & residency program and have been employed and retained at the same institution for two-years.

Number of RN's Retained for Year 3 : For each nursing program offered during the reporting period, enter the number of RNs who successfully completed the internships & residency program and have been employed and retained at the same institution for three-years or more.

Table N-2: Personal and Home Care Aides and Nursing Assistant and Home Health Aide Programs Supply Indicators

Table purpose: To describe the number and types of trainees in each program.

Program Name (One program per row)	Job Title (One offering per row)	Education Levels (Select all that apply)	Enrollees		# Trainees by Employment Status				Current Employment in Field of Study	# of Trainees by Exam Results			Exam(s) Assessed all Competencies	Continuing Education (Y/N)
			Total	URM Only	Full time	Part Time	Not employed	Total		Pass	Fail	Attrition		
Total														

Instructions: Complete the table for each program offered during the reporting period. If multiple programs are offered, complete a separate row for each offering. The glossary contains clarifications and/or definitions of key terms.

For the purposes of PHCAST and NAHHA reporting, a program offering is defined as a health occupations training program whose successful completion results in skill set enabling employment in the health occupation.

Program Name: Enter the program offered during the reporting period. If more than one program was offered, add additional rows to expand the table to include all programs.

Job Titles: Select all that apply to the offering. Select the job titles for trainees per offering. Count trainees only once per offering.

      PHCAST: **Selections**: Community living professional; Direct care professional; Direct care workers; Direct support professional; Home care aide; Home health aide; Mental health support professional; Nurse aide; Personal care aide/assistant; Personal care homemaker; Personal support professional.

      NAHHA: Certified nursing assistant; Home health aide; other

Education Level: Enter the formal education level held by trainees.

      Selections: Grades K-6; Grades 7-8; Grades 9-12; Post-high school/pre-college; Certificate; Two-year college/community college; Associates; Diploma (Nursing); Four-year college; Bachelors; Twelve-month post-baccalaureate; Pre-matriculation/pre-graduate school; Masters (MHA, MS, MSN, MSW, MPH, MSPH); Post-Masters Certificate; Doctorate (PhD, DNP, DNSc; DC, DPT); Post-Doctorate; Resident; Fellow; Faculty member; Post-graduate; Medicine Doctor (M.D.); Doctor of Osteopathy (D.O.); Doctor of Dental Surgery (D.D.S., D.M.D.); Doctor of Pharmacy (Pharm.D.); Doctor of Veterinary Medicine (D.V.M.); Doctor of Psychology (Psy.D.); Doctor of Public Health (Dr.P.H.), ScD (Doctor of Science), Doctor of Veterinary Medicine (D.V.M. or V.M.D.), Adult learner; Dislocated worker; Other.

Enrollees:

      Total: Enter the total number of enrollees

      URM Only: Enter the total number of underrepresented minorities per program offering. This total may be a subset of the enrollee total

Number of Trainees by Employment Status: Enter the number of trainees at the time of program entry in each of the employment status categories listed. Selections: full-time; part-time; not employed. Total will be automatically calculated.

Current Employment in Field of Study: Enter the number of trainees that are employed in the field in which they are training.

Number of Trainees by Exam Results:

      Pass: Enter the number of trainees taking an exam or test at the conclusion of the program that passed.

      Fail: Enter the number of trainees taking an exam or test at the conclusion of the program that failed.

      Attrition: Enter the total number of trainees who permanently left the program before program completion.

Exam(s) Assessed all Competencies: For each program offering, indicate if trainee exam(s) (written or observed performance) assessed all competencies ("Yes" or "No").

Continuing Education: Does the program offer continuing education to trainees after completion? (Y/N)

State Primary Care Offices

Table PCO-1

Obligated Health Professional (OHP) Providing Care

Columns	A	B	C	D	E	F	G	H	I
Discipline	# of OHP currently providing care	# of OHP working in National Health Service Corps' (NHSC) Sites	# of OHP participating in State Loan Repayment Program (SLRP)	# of OHP participating in Non-SLRP State Loan Repayment Program	# of OHP practicing on a J-1 Waiver	# of OHP receiving other incentives or benefits	# of OHP working in Community Health Centers	# of OHP working in Health Professional Shortage Areas (HPSAs)	# of OHP Working in other settings
Non psychiatric Physician (MD or DO)									
Dentist (DDS/DMD)									
Nurse Practitioner (NP)									
Nurse Midwife									

(NM)									
Physician Assistant (PA)									
Dental Hygienist (DH)									
Psychiatrist (MD&DO)									
Clinical Psychologist (CP)									
Licensed Clinical Social Worker (LCSW)									
Psychiatric Nurse Specialist (PNS)									
Other Mental Health Clinician									

(Specify)								
Licensed Professional Counselor (LPC)								
Marriage and Family Therapist (MFT)								
Other (Specify)								
Total								

PCO-1   Percent increase in estimated number of patients served by Obligated Health Professionals (OHP)

Instructions

- Enter the total number of Obligated Health Professionals (OHP) currently providing care by discipline in **column A** for the current reporting period. Enter value greater than zero. At least one discipline is required.
- Only count OHP that were obligated as of June 30, 2012. This measure does not have a start and end data collection date. This measure ONLY has an end date.
- Out of the total Obligated Health Professionals **(column A)** providing care, provide the numbers for the following **(columns B - F)**
  - Working in a National Health Service Corps Site
  - Participating in the State Loan Repayment Program (SLRP)
  - Participating in Non-SLRP State Loan Repayment Program
  - Practicing on a J-1 waiver
  - Receiving other incentives or benefits

- Count each Obligated Health Professional **(column A) only once** in columns **B - F.** The sum of columns B – F should equal the value in column A.
- For column B, data will be provided in the form of a field strength report. This field strength report will be provided to you before the submission deadline
- Do **NOT** count Nursing and Education Loan Repayment (NELRP) Participants.
- Only include Obligated Health Professionals who are participating in Loan Repayment Programs, Scholarships/Stipends Programs, Appalachian Regional Commission, Delta Regional Commission, and Denali Commission and/or Visa Waiver Program.
- Out of the total Obligated Health Professionals **(column A)** providing care, provide the numbers of those working in (**columns G - I**)
  - o   Community Health Clinics (CHCs)
  - o   Health Professional Shortage Areas (HPSAs).
  - o   Other settings.
- Obligated Health Professional **(column A)** can be counted **more than once** in columns **G - I.** The sum of columns G – I should equal or greater than the value in column A.
- Columns D, E, G, and I each require a value to be entered.
- If **Other Mental Health Clinician** is listed (specify).
- Use **Other** if the discipline is not listed (specify).

Definitions:

- Obligated Health Professional - A provider who is obligated to provide care, because of his/her participation in a federally or state funded program.
- Non-psychiatric Physicians include Allopathic (MD) and Osteopathic (DO) physicians ONLY.

Table PCO-2: State Primary Care Offices: Number of NHSC R&R Assistance Application State Recommendation Forms Submitted

Number of Forms Submitted	
Total number of National Health Service Corps' (NHSC) Recruitment & Retention (R&R) assistance application state recommendation forms submitted by the state Primary Care Office to the NHSC within 14 days (10 business days).	
Total number of National Health Service Corps' (NHSC) Recruitment & Retention (R&R) assistance application state recommendation forms submitted by the State Primary Care Office to the NHSC.	

Instructions:

- Provide data for the reporting period 7/1/2011 to 6/30/2012.
- Enter value greater than zero.
- State recommendations = Please include new NHSC site applications and re-certifications.
- Denominator: PCO uses its data to indicate total number of online apps submitted to NHSC.
- The PCO should exclude R&R forms from both the numerator and denominator in the following two circumstances:
    1. When a decision to "recommend approval or disapproval" cannot be made due to a scheduled/proposed site visit or further review needed from DRO; or
    2. Where the site application is incomplete and/or supporting documentation is missing

Definitions:

- Denominator = Total # of NHSC site apps submitted by PCO to NHSC
- Numerator = Total # of NHSC site apps submitted by PCO to NHSC within 14 days (10 business days)

Table PCO-3a: State Primary Care Offices: New Safety Net Sites Developed or Expanded

Type of New Safety Net Site	Total # New Safety Net Sites
330 Sites	
RHC	
FQHC Look-A-Like	
Free Clinics	
School Based Health Centers	
Faith Based Clinics	
Other (specify)	
Total	**Calculated**

Instructions

- Provide data for the reporting period 7/1/2011 to 6/30/2012.
- Specify the types of clients who received technical assistance during the above period. If more than one type is offered, expand the table to include all types of clients. Leave blank if type of new safety net site is not applicable.
- Specify the types of technical assistance provided for each type of client during the above period. Include all types of technical assistance provided for each type of client. Leave blank if you have no clients that received technical assistance for the type of new safety net sites.

<u>Definitions</u>

- **Technical Assistance (TA):** Any activity that is planned, funded, organized, administered or provided by the State Primary Care Office; that results in the delivery of substantive information, advice, education or training *directly* to a client (s). TA is provided face to face, thru teleconference / webinar technology or via in-depth telephone and e-mail interactions that result in the delivery of substantive service or subject content (problem solving, proposal feedback, regulation interpretation, grant application guidance, etc.) to a client. Relatively brief / routine telephone and email responses and direct mass mailings are <u>not</u> considered TA for the purpose of this measure.
- **Client:** A client is defined as a community, organization or individual who receives technical assistance in the development of a "safety net site", expansion of services, request for information, and other TA needs. A client usually requests TA or receives an invitation from PCO to participate in scheduled / formal TA activities such as workshops, conferences, seminars, meeting, events, or training sessions. TA encounters provided to the same client on different occasions regarding the same issue shall be counted as single episode of TA.
- **Safety Net:** Institute of Medicine (IOM) definition - Those providers that organize and deliver a significant level of health care and other health-related services to uninsured, Medicaid, and other vulnerable patients. Core safety net providers have two distinguishing characteristics: (1) by legal mandate or explicitly adopted mission they maintain an "open door," offering access to services to patients regardless of their ability to pay; and (2) a substantial share of their patient mix is uninsured, Medicaid, and other vulnerable patients."
- **Expansion:** a safety net site or service area requests to increase in scope such as expanding in discipline.
- **New:** Not existing before. This does **not** include NHSC recertifications. However, this does include a "new" site that is recommended for approval as a NHSC site. NHSC recertifications are NOT considered new.

Table PCO-3b: State Primary Care Offices: Number of Clients Who Received Technical Assistance

Type of Clients Who Received Technical Assistance	NHSC	Expansion	Data Sharing	Designation	Needs Assessment	Other Technical Assistance Type	
						Clients	Specify
Community							
Provider							
J1-Waiver							
Community Health Center							
Health Department							
State Agency							
Office of Regional Operations							
Medicaid							
Primary Care Association							
State Loan Repayment Program							

Rural Health Clinic							
NHSC							
Other (specify)							
Total	**Calculated**	**Calculated**	**Calculated**	**Calculated**	**Calculated**	**Calculated**	

<u>Instructions</u>

- Provide data for the reporting period 7/1/2011 to 6/30/2012.
- Specify the types of technical assistance provided for each type of client during the above period. Include all types of technical assistance provided for each type of client.

Appendix A. HRSA Strategic Goals

Vision

Healthy Communities, Healthy People

Mission

To improve health and achieve health equity through access to quality services, a skilled health workforce, and innovative programs.

Goal I: Improve Access to Quality Health

Sub-goals

 a.   Assure a medical home for populations served.

 b.   Expand oral health and behavioral health services and integrate into primary care settings.

 c.   Integrate primary care and public health.

 d.   Strengthen health systems to support the delivery of quality health services.

 e.   Increase outreach and enrollment into quality care.

 f.   Strengthen the financial soundness and viability of HRSA-funded health organizations.

 g.   Promote innovative and cost-efficient approaches to improve health.

Goal II: Strengthen the Health Workforce

Sub-goals

 a.   Assure the health workforce is trained to provide high quality, culturally and linguistically appropriate care.

b. Increase the number of practicing health care providers to address shortages, and develop ongoing strategies to monitor, forecast, and meet long-term health workforce needs.

c. Align the composition and distribution of health care providers to best meet the needs of individuals, families, and communities.

d. Assure a diverse health workforce.

e. Support the development of interdisciplinary health teams to improve the efficiency and effectiveness of care.

Goal III: Build Healthy Communities

Sub-goals

a. Lead and collaborate with others to help communities strengthen resources that improve health for the population.

b. Link people to services and supports from other sectors that contribute to good health and well-being.

c. Strengthen the focus on illness prevention and health promotion across populations and communities.

Goal IV: Improve Health Equity

Sub-goals

a. Reduce disparities in quality of care across populations and communities.

b. Monitor, identify, and advance evidence-based and promising practices to achieve health equity.

c. Leverage our programs and policies to further integrate services and address the social determinants of health.

d. Partner with diverse communities to create, develop, and disseminate innovative community-based health equity solutions, with a particular focus on populations with the greatest health disparities.

Appendix B. BHPr Workforce Cross-Cutting Performance Measures

Table purpose: This table presents the revised program performance measures that align with new HRSA/BHPr priorities. These measures are intended to assess the effectiveness of groups of programs in achieving these new priorities. Cross-cutting measures focus on a common purpose and assess the shared outcomes of a specific group of programs. This allows the Bureau to monitor and assess the cumulative outcomes of programs given the mission of BHPr is to increase the workforce supply of quality, trained health professions. Of the 31 cross-cutting performance measures, ten are current and 21 are new. These annual performance measures in conjunction with other program assessments allow BHPr to monitor the investments made in programs to meet the established goals.

Reading the table: The first column states the BHPr goals. The second column of the table presents the evaluation questions in relation to the BHPr goals, and the third column describes the measures and indicators that will be used to measure each program's performance to answer the evaluation question. The fourth column identifies the specific programs reporting on the measures. As part of the table heading, the cluster focus (e.g., supply, quality) related to the goal is noted.

Legend:
* New Measures

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
		Supply Indicators	
Develop diverse well trained healthcare practitioners.	**S1:** Are BHPr programs increasing the number of trainees in pre-professional and health professions programs?	**S1-a:** *Number of enrollees in Advanced Degree Health Professions program funded by BHPr	• Academic Administrative Units in Primary Care (AAU) • Advanced Education Nurse Traineeship (AENT) • Advanced Nursing Education (ANE) • Advanced Nursing Education Expansion (ANEE) • Area Health Education Centers (AHEC)-(Infrastructure and Point of Service) • Centers of Excellence (COE) • Comprehensive Geriatric Education Programs (CGEP) • Dental Faculty Loan Repayment • Expansion of the Physician Assistant Training (EPAT) Programs • Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD) • Faculty Development: Integrated Technology into Nursing Education and Practice • Geriatric Academic Career Award (GACA) • Geriatric Education Centers (GEC) • Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD) • Graduate Psychology Education (GPE) • Health Careers Opportunity Program (HCOP)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Nurse Anesthetist Traineeship (NAT) • Nurse Faculty Loan Program (NFLP) • Nurse Managed Health Clinics (NMHC) • Nursing Education, Practice, Quality, and Retention (NEPQR) • Nursing Workforce Diversity (NWD) • Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development in Primary Care (PFD) • Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD) • Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene (PD) • Pre-doctoral Training in Primary Care • Preventive Medicine Residencies (PMR) • Primary Care Residency Expansion (PCRE) • Public Health Traineeships (PHT) • Public Health Training Centers (PHTC) • Residency Training in Primary Care • Teaching Health Centers (THC)
Develop diverse well trained	**S1:** Are BHPr programs increasing the number of	**S1-b:** *Number of enrollees in pre-professional programs	• Area Health Education Centers (AHEC)-(Infrastructure and Point of Service)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
healthcare practitioners.	trainees in pre-professional and health professions programs?	funded by BHPr	• Centers of Excellence (COE) • Comprehensive Geriatric Education Programs (CGEP) • Geriatric Education Centers (GEC) • Health Careers Opportunity Program (HCOP) • Nurse Managed Health Clinics (NMHC) • Nursing Assistant and Home Health Aide Program (NAHHA) • Nursing Education, Practice, Quality, and Retention (NEPQR) • Nursing Workforce Diversity (NWD) • Personal and Home Health Aide State Training (PHCAST)
Develop diverse	**S2:** Are BHPr programs	**S2-a**	• Advanced Education Nursing Traineeship

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
well trained health care practitioners.	increasing the number of trainees completing training who indicate their intent to practice?	**Numerator :** *Number of BHPr program completers and graduates that indicate their intent to practice in primary care **Denominator:** Number of completers and graduates from BHPr-funded programs that answer intent to practice question	(AENT) • Advanced Nursing Education Expansion (ANEE) • Area Health Education Centers (AHEC)- (Infrastructure and Point of Service) • Centers of Excellence (COE) • Comprehensive Geriatric Education Program (CGEP) • Graduate Psychology Education (GPE) • Health Careers Opportunity Program (HCOP) • Nursing Anesthesia Traineeship (NAT) • Nurse Faculty Loan Program (NFLP) • Nursing Workforce Diversity (NWD) • Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene (PD) • Public Health Traineeships (PHT) • Public Health Training Centers (PHTC)
Develop diverse well trained health care practitioners.	**S2:** Are BHPr programs increasing the number of trainees completing training who indicate their intent to practice?	**S2-b** **Numerator:** *Number of BHPr program completers and graduates that indicate their intent to practice in Medically Underserved Communities (MUC) **Denominator:**	• Advanced Education Nursing Traineeship (AENT) • Advanced Nursing Education Expansion (ANEE) • Area Health Education Centers (AHEC)- (Infrastructure and Point of Service) • Centers of Excellence (COE) • Comprehensive Geriatric Education Program (CGEP) • Graduate Psychology Education (GPE) • Health Careers Opportunity Program (HCOP)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
		Number of completers and graduates from BHPr-funded programs that answer intent to practice question	• Nursing Anesthesia Traineeship (NAT) • Nurse Faculty Loan Program (NFLP) • Nursing Workforce Diversity (NWD) • Public Health Traineeships (PHT) • Public Health Training Centers (PHTC)
Develop diverse well trained health care practitioners.	**S2:** Are BHPr programs increasing the number of trainees completing training who indicate their intent to practice?	**S2-c** **Numerator:** Number of completers/graduates who indicate their intent to practice in the most needed settings (e.g. Medically Underserved Communities (MUC) or rural areas or PC) **Denominator:** Number of completers and graduates from BHPr-funded programs that answer intent to practice question	• Advanced Education Nursing Traineeship (AENT) • Advanced Nursing Education Expansion (ANEE) • Area Health Education Centers (AHEC)- (Infrastructure and Point of Service) • Centers of Excellence (COE) • Comprehensive Geriatric Education Program (CGEP) • Graduate Psychology Education (GPE) • Health Careers Opportunity Program (HCOP) • Nursing Anesthesia Traineeship (NAT) • Nurse Faculty Loan Program (NFLP) • Nursing Workforce Diversity (NWD) • Public Health Traineeships (PHT) • Public Health Training Centers (PHTC)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
Develop diverse well trained health care practitioners.	**S2:** Are BHPr programs increasing the number of trainees completing training who indicate their intent to practice?	**S2-d** **Numerator:** *Number of BHPr program completers and graduates that indicate their intent to practice in a rural area **Denominator:** Number of completers and graduates from BHPr-funded programs that answer intent to practice question	• Advanced Education Nursing Traineeship (AENT) • Advanced Nursing Education Expansion (ANEE) • Area Health Education Centers (AHEC)-(Infrastructure and Point of Service) • Centers of Excellence (COE) • Comprehensive Geriatric Education Program (CGEP) • Graduate Psychology Education (GPE) • Health Careers Opportunity Program (HCOP) • Nursing Anesthesia Traineeship (NAT) • Nurse Faculty Loan Program (NFLP) • Nursing Workforce Diversity (NWD) • Public Health Traineeships (PHT) • Public Health Training Centers (PHTC)
Develop diverse well trained healthcare practitioners.	**S3:** Are BHPr programs increasing the number of completers/graduates in primary care disciplines?	**S3:** *Number of BHPr program completers and graduates in a primary care discipline	• Advanced Education Nursing Traineeship (AENT) • Advanced Nursing Education (ANE) • Advanced Nursing Education Expansion (ANEE) • Area Health Education Centers (AHEC)-(Infrastructure and Point of Service) • Centers of Excellence (COE) • Comprehensive Geriatric Education Programs (CGEP)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Graduate Psychology Education (GPE) • Expansion of the Physician Assistant Training (EPAT) Programs • Health Careers Opportunity Program (HCOP) • Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Nurse Anesthesia Traineeship (NAT) • Nurse Faculty Loan Program (NFLP) • Nursing Education, Practice, Quality, and Retention (NEPQR) • Nursing Workforce Diversity (NWD) • Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development in Primary Care (PFD) • Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD) • Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene (PD) • Pre-doctoral Training in Primary Care • Primary Care Residency Expansion (PCRE) • Residency Training in Primary Care • Teaching Health Centers (THC)
Develop diverse well trained healthcare	**S4:** Are BHPr programs increasing the number of program	**S4:** Number of BHPr program completers and graduates	• All BHPr programs

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
practitioners.	completers/graduates?		
Develop diverse well trained healthcare practitioners.	**S5:** Are BHPr programs improving retention?	**S5-a:** Attrition in BHPr activity	• Academic Administrative Units in Primary Care (AAU) • Advanced Education Nurse Traineeship (AENT) • Advanced Nursing Education Expansion Program (ANEE) • Area Health Education Centers (AHEC)- (Infrastructure and Point of Service) • Centers of Excellence (COE) • Comprehensive Geriatric Education Programs (CGEP) • Dental Faculty Loan Repayment • Expansion of the Physician Assistant Training (EPAT) Programs • Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD) • Faculty Development: Integrated Technology into Nursing Education and Practice (ITNEP) • Geriatric Academic Career Award (GACA) • Geriatric Education Centers (GEC) • Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD) • Graduate Psychology Education (GPE)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Health Careers Opportunity Program (HCOP)
			• Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree)
			• Nurse Anesthetist Traineeship (NAT)
			• Nurse Education, Practice, Quality, and Retention (NEPQR)
			• Nurse Faculty Loan Program (NFLP)
			• Nurse Managed Health Clinics (NMHC)
			• Nursing Assistant and Home Health Aide Program (NAHHA)
			• Nursing Workforce Diversity (NWD)
			• Personal and Home Care Aide State Training Program (PHCAST)
			• Physician Assistant Training in Primary Care (PAT)
			• Physician Faculty Development in Primary Care (PFD)
			• Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD)
			• Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene (PD)
			• Pre-doctoral Training in Primary Care
			• Preventive Medicine Residencies (PMR)
			• Primary Care Residency Expansion (PCRE)
			• Public Health Traineeships (PHT)
			• Public Health Training Centers (PHTC)
			• Residency Training in Primary Care
			• State to Support Oral Health Workforce Programs (SOHWP)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Teaching Health Centers (THC)
Develop diverse well trained healthcare practitioners.	**S5:** Are BHPr programs improving retention?	**S5-b:** Attrition in BHPr-funded health professions programs	• Academic Administrative Units in Primary Care (AAU) • Advanced Education Nurse Traineeship (AENT) • Advanced Nursing Education (ANE) • Advanced Nursing Education Expansion Program (ANEE) • Dental Faculty Loan Repayment • Expansion of the Physician Assistant Training (EPAT) Programs • Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD) • Faculty Development: Integrated Technology into Nursing Education and Practice (ITNEP) • Geriatric Academic Career Award (GACA) • Geriatric Education Centers (GEC) • Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD) • Graduate Psychology Education (GPE) • Nurse Anesthetist Traineeship (NAT) • Nurse Faculty Loan Program (NFLP) • Nursing Assistant and Home Health Aide Program (NAHHA) • Personal and Home Care Aide State Training Program (PHCAST)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development in Primary Care (PFD) • Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD) • Preventive Medicine Residencies (PMR) • Primary Care Residency Expansion (PCRE) • Public Health Traineeships (PHT) • Public Health Training Centers (PHTC) • Residency Training in Primary Care • Teaching Health Centers (THC)
Develop diverse well trained healthcare practitioners.	**S6:** Number of trainees receiving financial support from BHPr	**S6:** *Number of trainees receiving financial support from BHPr	• Academic Administrative Units in Primary Care (AAU) • Advanced Education Nursing Traineeship (AENT) • Advanced Nursing Education Expansion (ANEE) • Centers of Excellence (COE) • Comprehensive Geriatric Education Programs (CGEP) • Expansion of the Physician Assistant Training (EPAT) Programs • Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD) • Geriatric Academic Career Award (GACA) • Graduate Psychology Education (GPE)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Geriatric Training Program for Physicians, Dentist, and Behavioral and Mental Health Professions (GTPD) • Health Careers Opportunity Program (HCOP) • Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Nurse Anesthesia Traineeship (NAT) • Nurse Faculty Loan Program (NFLP) • Nursing Assistant and Home Health Aide Program (NAHHA) • Nursing Workforce Diversity (NWD) • Personal and Home Care Aide State Training Program (PHCAST) • Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development (PFD) • Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD) • Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene (PD) • Predoctoral Training in Primary Care • Preventive Medicine Residencies (PMR) • Primary Care Residency Expansion Program (PCRE) • Public Health Traineeships (PHT) • Public Health Training Centers (PHTC) • Residency Training in Primary Care • Teaching Health Centers (THC)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			Quality Indicators
Enhance the quality of training.	**Q1:** Are BHPR programs increasing the number of programs offering training in selected content areas?	**Q1:** Proportion of BHPr educational offerings/trainings with innovative curriculum in selected competency areas: · cultural competencies · Interprofessional integrated models of care · quality improvement and patient safety · health promotion and disease prevention · Informatics	• Academic Administrative Units in Primary Care (AAU) • Advanced Education Nurse Traineeship (ANE) • Area Health Education Centers (AHEC) • Centers of Excellence (COE) • Expansion of the Physician Assistant Training (EPAT) Programs • Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD) • Geriatric Education Centers (GEC) • Graduate Psychology Education (GPE) • Health Careers Opportunity Program (HCOP) • Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Nurse Education, Practice, Quality, and Retention (NEPQR) • Nursing Workforce Diversity (NWD) • Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development in Primary Care (PFD) • Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD) • Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene (PD)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Pre-doctoral Training in Primary Care • Primary Care Residency Expansion (PCRE) • Preventative Medicine Residency Program (PMR) • Public Health Training Centers (PHTC) • Residency Training in Primary Care • State Oral Health Workforce Program (SOHWP) • Teaching Health Centers (THC)
Diversity Indicators			
Diversify the health professions pipeline.	**D1:** Are BHPr programs increasing the proportion of program completers and graduates who are underrepresented minorities and/or from disadvantaged backgrounds? (Budget)	**D1:** **Numerator:** Number of BHPr program completers and graduates who are underrepresented minorities and/or from disadvantaged backgrounds **Denominator:** Total number of BHPr completers and graduate	• All BHPr programs
Diversify the health professions pipeline.	**D2:** Are BHPr Programs increasing the proportion of faculty who are	**D2:** **Numerator:** Number of	• Academic Administrative Units in Primary Care (AAU) • Centers of Excellence (COE)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
	underrepresented minorities?	underrepresented minority faculty in BHPr -funded faculty training programs **Denominator:** Total number of faculty in BHPr-funded faculty training programs	• Comprehensive Geriatric Education Programs (CGEP) • Dental Faculty Loan Repayment • Expansion of the Physician Assistant Training (EPAT) Programs • Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD) • Faculty Development: Integrated Technology into Nursing Education and Practice (ITNEP) • Geriatric Academic Career Award (GACA) • Geriatric Education Centers (GEC) • Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professionals (GTPD) • Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Nurse Faculty Loan Program (NFLP) • Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development in Primary Care (PFD) • Pre-doctoral Training in Primary Care • Primary Care Residency Expansion (PCRE) • Residency Training in Primary Care • State Oral Health Workforce Program (SOHWP) • Teaching Health Centers (THC)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
Diversify the health professions pipeline.	**D3:** Are BHPr programs increasing the proportion of underrepresented minorities accepted into health professional training programs?	**D3:** **Numerator:** *Number of underrepresented minority completers and graduates from BHPr-funded pipeline programs accepted into health professional training programs **Denominator:** Total number completers and graduates in BHPr-funded pipeline programs	• Area Health Education Centers (AHEC) • Centers of Excellence (COE) • Health Careers Opportunity Program (HCOP) • Nursing Workforce Diversity (NWD)
Distribution Indicators			
Influence practice location of health practitioners	**Dist1:** Are BHPr programs increasing the proportion of trainees receiving clinical training in Medically Underserved Communities (MUC) or rural areas?	**Dist1-a:** **Numerator:** Number of BHPr trainees receiving clinical training in Medically Underserved Communities (MUC) **Denominator:** Total number of BHPr trainees receiving clinical training	• Academic Administrative Units in Primary Care (AAU) • Advanced Education Nurse Traineeship (AENT) • Advanced Nursing Education (ANE) • Advanced Nursing Education Expansion Program (ANEE) • Area Health Education Centers (AHEC)- (Infrastructure and Point of Service) • Centers of Excellence (COE) • Expansion of the Physician Assistant Training (EPAT) • Geriatric Academic Career Award (GACA)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Geriatric Education Centers (GEC)
			• Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD)
			• Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree)
			• Nurse Anesthetist Traineeship (NAT)
			• Nurse Education, Practice, Quality, and Retention (NEPQR)
			• Nurse Faculty Loan Program (NFLP)
			• Nurse Managed Health Clinics (NMHC)
			• Nursing Workforce Diversity (NWD)
			• Physician Assistant Training in Primary Care (PAT)
			• Physician Faculty Development in Primary Care (PFD)
			• Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD)
			• Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene (PD)
			• Pre-doctoral Training in Primary Care
			• Preventive Medicine Residencies (PMR)
			• Primary Care Residency Expansion (PCRE)
			• Public Health Training Centers (PHTC)
			• Residency Training in Primary Care
			• State to Support Oral Health Workforce Programs (SOWHP)
			• Teaching Health Centers (THC)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
Influence practice location of health practitioners	**Dist1:** Are BHPr programs increasing the proportion of trainees receiving clinical training in Medically Underserved Communities (MUC) or rural areas?	**Dist1-b:** **Numerator:** *Number of BHPr trainees receiving clinical training in a rural settings **Denominator:** Total number of BHPr trainees receiving clinical training	- Academic Administrative Units in Primary Care (AAU) - Advanced Education Nurse Traineeship (AENT) - Advanced Nursing Education (ANE) - Advanced Nursing Education Expansion Program (ANEE) - Area Health Education Centers (AHEC)- (Infrastructure and Point of Service) - Centers of Excellence (COE) - Expansion of the Physician Assistant Training (EPAT) - Geriatric Academic Career Award (GACA) - Geriatric Education Centers (GEC) - Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD) - Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) - Nurse Anesthetist Traineeship (NAT) - Nurse Education, Practice, Quality, and Retention (NEPQR) - Nurse Faculty Loan Program (NFLP) - Nurse Managed Health Clinics (NMHC) - Nursing Workforce Diversity (NWD) - Physician Assistant Training in Primary Care (PAT) - Physician Faculty Development in Primary Care

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			(PFD) • Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD) • Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene (PD) • Pre-doctoral Training in Primary Care • Preventive Medicine Residencies (PMR) • Primary Care Residency Expansion (PCRE) • Public Health Training Centers (PHTC) • Residency Training in Primary Care • State to Support Oral Health Workforce Programs (SOWHP) • Teaching Health Centers (THC)
Influence practice location of health practitioners	**Dist2:** Are BHPr programs increasing the proportion of health professionals who enter practice in the most needed settings (e.g. Medically Underserved Communities (MUC) or rural areas?	**Dist2-a:** **Numerator:** Number of BHPr program completers and graduates who enter practice in Medically Underserved Communities (MUC) or Dental HPSAs **Denominator:** Total number of BHPr program completers and graduates eligible to enter practice	• Advanced Education Nurse Traineeship (AENT) • Advanced Nursing Education (ANE) • Centers of Excellence (COE) • Expansion of the Physician Assistant Training (EPAT) Programs • Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD) • Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Nurse Anesthetist Traineeship (NAT) • Nurse Education, Practice, Quality, and Retention (NEPQR)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Nurse Faculty Loan Program (NFLP) • Nursing Workforce Diversity (NWD) • Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development in Primary Care (PFD) • Pre-doctoral Training in Primary Care • Preventive Medicine Residencies (PMR) • Primary Care Residency Expansion (PCRE) • Public Health Traineeships (PHT) • Residency Training in Primary Care • Teaching Health Centers (THC)
Influence practice location of health practitioners.	**Dist2:** Are BHPr programs increasing the proportion of health professionals who enter practice in the most needed settings (e.g. Medically Underserved Communities (MUC) or rural areas?	**Dist2-b:** **Numerator:** Number of BHPr program completers and graduates who enter practice in rural areas **Denominator:** Total number of BHPr program completers and graduates eligible to enter practice	• Advanced Education Nurse Traineeship (AENT) • Advanced Nursing Education (ANE) • Centers of Excellence (COE) • Expansion of the Physician Assistant Training (EPAT) Programs • Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD) • Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Nurse Anesthetist Traineeship (NAT) • Nurse Education, Practice, Quality, and Retention (NEPQR) • Nurse Faculty Loan Program (NFLP)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			- Nursing Workforce Diversity (NWD) - Physician Assistant Training in Primary Care (PAT) - Physician Faculty Development in Primary Care (PFD) - Pre-doctoral Training in Primary Care - Preventive Medicine Residencies (PMR) - Primary Care Residency Expansion (PCRE) - Public Health Traineeships (PHT) - Residency Training in Primary Care - Teaching Health Centers (THC)
Influence practice location of health practitioners.	**Dist2:** Are BHPr programs increasing the proportion of health professionals who enter practice in the most needed settings (e.g. Medically Underserved Communities (MUC) or rural areas?	**Dist2-c:** **Numerator:** Number of BHPr program completers and graduates who enter practice in primary care setting **Denominator:** Total number of BHPr program completers and graduates eligible to enter practice	- Advanced Education Nurse Traineeship (AENT) - Advanced Nursing Education (ANE) - Centers of Excellence (COE) - Expansion of the Physician Assistant Training (EPAT) Programs - Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD) - Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) - Nurse Anesthetist Traineeship (NAT) - Nurse Education, Practice, Quality, and Retention (NEPQR) - Nurse Faculty Loan Program (NFLP) - Nursing Workforce Diversity (NWD)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development in Primary Care (PFD) • Pre-doctoral Training in Primary Care • Preventive Medicine Residencies (PMR) • Primary Care Residency Expansion (PCRE) • Public Health Traineeships (PHT) • Residency Training in Primary Care • Teaching Health Centers (THC)
Influence practice location of health practitioners.	**Dist2:** Are BHPr programs increasing the proportion of health professionals who enter practice in the most needed settings (e.g. Medically Underserved Communities (MUC) or rural areas?	**Dist2-d:** **Numerator:** Number of BHPr program completers and graduates employed as faculty **Denominator:** Total number of BHPr program completers and graduates eligible to enter practice	• Centers of Excellence (COE) • Expansion of the Physician Assistant Training (EPAT) Programs • Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD) • Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Nurse Faculty Loan Program (NFLP) • Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development in Primary Care (PFD) • Pre-doctoral Training in Primary Care • Primary Care Residency Expansion (PCRE) • Residency Training in Primary Care • Teaching Health Centers (THC)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
Influence practice location of health practitioners.	**Dist2:** Are BHPr programs increasing the proportion of health professionals who enter practice in the most needed settings (e.g. Medically Underserved Communities (MUC) or rural areas?	**Dist2-e:** **Numerator:** *Number of BHPr program completers and graduates who are employed in field of study **Denominator:** Total number of BHPr program completers and graduates eligible to enter practice	• Advanced Education Nurse Traineeship (AENT) • Advanced Nursing Education (ANE) • Centers of Excellence (COE) • Expansion of the Physician Assistant Training (EPAT) Programs • Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD) • Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Nurse Anesthetist Traineeship (NAT) • Nurse Education, Practice, Quality, and Retention (NEPQR) • Nurse Faculty Loan Program (NFLP) • Nursing Workforce Diversity (NWD) • Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development in Primary Care (PFD) • Pre-doctoral Training in Primary Care • Preventive Medicine Residencies (PMR) • Primary Care Residency Expansion (PCRE) • Public Health Traineeships (PHT) • Residency Training in Primary Care • Teaching Health Centers (THC)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
		Infrastructure Indicators	
Build capacity with training infrastructure support.	**I1:** Are BHPr programs increasing the number of new primary care academic administrative units?	**I1:** *Number of new academic administrative units funded by BHPr	• Academic Administrative Units in Primary Care (AAU)
Build capacity with training infrastructure support.	**I2:** Are BHPr programs increasing the number of new and expanded dental facilities?	**I2:** *Number of new and expanded dental facilities in a dental health professional shortage area (HPSA) funded by BHPr	• State Oral Health Workforce Program (SOHWP)
Build capacity with training infrastructure support.	**I3:** Are BHPr programs increasing the number of clinicians training to become faculty or faculty receiving development training?	**I3-a:** *Number of trainees receiving faculty development training who intend to teach	• Academic Administrative Units in Primary Care (AAU) • Centers of Excellence (COE) • Dental Faculty Loan Repayment • Expansion of the Physician Assistant Training (EPAT) Programs • Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD) • Faculty Development: Integrated Technology into Nursing Education and Practice (ITNEP) • Geriatric Academic Career Award (GACA) • Geriatric Education Centers (GEC) • Geriatric Training Program for Physicians,

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			Dentists, and Behavioral and Mental Health Professions (GTPD) • Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Nurse Faculty Loan Program (NFLP) • Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development in Primary Care (PFD) • Pre-Doctoral Training in Primary Care • Primary Care Residency Expansion (PCRE) • Residency Training in Primary Care • State Oral Health Workforce Program (SOHWP) • Teaching Health Centers (THC)
Build capacity with training infrastructure support.	**I3:** Are BHPr programs increasing the number of clinicians training to become faculty or faculty receiving development training?	**I3-b:** *Number of faculty development training completers from BHPr program	• Academic Administrative Units in Primary Care (AAU) • Centers of Excellence (COE) • Comprehensive Geriatric Education Programs (CGEP) • Dental Faculty Loan Repayment • Expansion of the Physician Assistant Training (EPAT) Programs • Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD) • Faculty Development: Integrated Technology into Nursing Education and Practice (ITNEP)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Geriatric Academic Career Award (GACA) • Geriatric Education Centers (GEC) • Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD) • Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Nurse Faculty Loan Program (NFLP) • Physician Assistant Training in Primary Care (PAT) • Physician Faculty Development in Primary Care (PFD) • Pre-Doctoral Training in Primary Care • Primary Care Residency Expansion (PCRE) • Residency Training in Primary Care • State Oral Health Workforce Program (SOHWP) • Teaching Health Centers (THC)
Build capacity with training infrastructure support.	**I4:** Are BHPr programs increasing the number of new primary care academic administrative units?	**I4-a:** Measure 'Number of newly accredited residency programs funded by BHPr'	• Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD) • Preventive Medicine Residencies (PMR) • Primary Care Residency Expansion (PCRE) • Residency Training in Primary Care • State Oral Health Workforce Program (SOHWP) • Teaching Health Centers (THC)

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
Build capacity with training infrastructure support.	**I4:** Are BHPr programs increasing the number of new primary care academic administrative units?	**I4-b:** Number of newly filled residency positions funded by BHPr	• Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD) • Preventive Medicine Residencies (PMR) • Primary Care Residency Expansion (PCRE) • Residency Training in Primary Care • State Oral Health Workforce Program (SOHWP) • Teaching Health Centers (THC)
Build capacity with training infrastructure support.	**I4:** Are BHPr programs increasing the number of new primary care academic administrative units?	**I4-c:** Measure Number of newly filled dentist/dental provider positions funded by BHPr	• State Oral Health Workforce Program (SOHWP)
Build capacity with training infrastructure support.	**I4:** Are BHPr programs increasing the number of new primary care academic administrative units?	**I4-d:** Number of newly filled physician assistant training positions funded by BHPr	• Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree) • Expansion of the Physician Assistant Training (EPAT) Programs

BHPr Performance Goals	BHPr Evaluation Questions	BHPr Measures/Indicators	Data Sources By BHPr Program
			• Physician Assistant Training in Primary Care (PAT)
Build capacity with training infrastructure support.	**I4:** Are BHPr programs increasing the number of new primary care academic administrative units?	**I4-e:** Number of newly filled advanced nursing training positions funded by BHPr	• Advanced Nursing Education Expansion (ANEE)

Appendix C. Glossary

This glossary provides general definitions for terms that are used in the performance tables. Some programs may have program specific definitions that are different from what is presented in this glossary. If there are questions about the definition of any terms presented in this glossary, please refer to the authorizing statute, the Funding Opportunity Announcement for your program and the Project Officer for clarification.

Adult learner/Adult students are typically identified with a larger group characterized as "nontraditional students". The National Center for Education Statistics (NCES), U.S. Department of Education, has identified seven characteristics that typically define nontraditional students. According to the NCES, adult students often:

- Have delayed enrollment into postsecondary education
- Attend part-time
- Are financially independent of parents
- Work full-time while enrolled
- Have dependents other than a spouse
- Are a single parent
- Lack a standard high school diploma.[1]

Allied Health Professional is defined in section 799b of the Public Health Service Act (42 U.S.C. 295p(5). Further, Allied Health (or Health Related Professions) is used to identify a cluster of health professions, encompassing approximately 80 different professions. The allied health professions fall into two broad categories: technicians (assistants) and therapists/technologists. Technicians are trained to perform procedures, and their education lasts less than two years. They are required to work under the supervision of technologists or therapists. Therapists/technologists include physical therapy assistants, medical laboratory technicians, radiological technicians, occupational therapy assistants, recreation therapy assistants, and respiratory therapy technicians.[2]

Allied Health Disciplines An example of categories/groups (not exclusive):

- Assistants refer to: Home Health Aides and Medical Assistants.

- Clinical Laboratory Sciences refers to: Cytotechnologists, Histologic Technicians/Technologists, Medical Laboratory Technicians, Medical Technologists and Phlebotomists.

- Dental refers to: Dental Hygienists, Dental Assistants and Dental Laboratory Technicians.

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[1] Horn, L. (1996**). Nontraditional Undergraduates, Trends in Enrollment from 1986 to 1992 and Persistence and Attainment among 1989–90 Beginning Postsecondary Students** (NCES 97–578). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office. http://nces.ed.gov/programs/coe/analysis/2002a-sa09.asp
[2] Definition retrieved from http://explorehealthcareers.org/en/Field/1/Allied_Health_Professions

- Food and Nutrition Services refers to: Dietetic Technicians, Dietitians, and Nutritionists.

- Health Information refers to: Health Information Administrators and Health Information Technicians.

- Rehabilitation refers to: Occupational Therapists, Occupational Therapy Assistants, Orthotists or Prosthetists, Physical Therapists, Physical Therapy Assistants, Recreation Therapists and Speech Pathologist/Audiologists.

- Technicians and Technologists refers to: Clinical Perfusionists, Cardiopulmonary Technologists, Diagnostic Medical Sonographers, Electrocardiograph Technicians (EKG), Electroencephalograph Technicians (EEG), Medical Imaging Technologists, Nuclear Medicine Technologists, Ophthalmic Medical Technicians/ Technologists, Radiation Therapy Technologists, Radiology Technologists, Respiratory Therapists, Respiratory Therapy Technicians, Surgical Technologists, and Emergency Medical Technicians or EMT Paramedics.

- Unspecified refers to any Allied Health discipline not included in the categories/groups as defined.

Attrition is defined as the reduction in a school's student population as a result of transfers or dropouts.[3] Attrition refers to the number of trainees who permanently left the program before completing the training year. Attrition can also refer to the number of faculty who permanently left the program.

Behavioral Health refers services aimed at prevention, screening, intervention, assessment, diagnosis, treatment, and follow-up of common mental health disorders, such as depression, anxiety, and Attention Deficit Disorder with Hyperactivity (ADHD). Behavioral health services also include the treatment and follow-up of patients with severe mental illnesses (e.g., schizophrenia, bi-polar disorder, psychotic depression) who have been stabilized and are treatment compliant on psychiatric/psychotropic medications. Clinical and support services may include individual and group counseling/psychotherapy, cognitive-behavioral therapy or problem solving therapy, psychiatric/psychotropic medications, self-management groups, psycho-educational groups, and case management.

Clinical training is the patient-care component of health professions education, including but not limited to clinical rotations, preceptorships, and clerkships. For purposes of BHPr reporting, include hands-on field training with patient encounters (not didactic or observations).

Community-Based Setting/Health Facilities are entities that provide delivery of health services in a community and may include a community hospital, community or public health center, outpatient medical facility, rehabilitation facility, facility for long-term care, community mental health center, migrant health center, and a facility operated by a city or county health department that serves and supports clinical

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[3] Definition retrieved from http://www.education.com/definition/student-attrition/

training. These facilities usually serve a catchment area that is not reasonably accessible to an adequately served area or a population with special health needs.

Community health center provides primary care in a community-based and patient-directed way. Required to serve populations with limited access to health care and can serve a variety of underserved populations or areas,

Community behavioral health center is a community-based mental health agency accredited by The Joint Commission

Completer refers to a trainee who has successfully met the didactic and/or clinical requirements of a course of study or training program designed to improve their knowledge or skills. This term differs from graduates since an official degree or diploma is not conferred. Contact your project officer to clarify if your trainees should be considered completers or graduates. (See definition of 'graduate' in the glossary).

Contact hours refer to a unit of measure that represents an hour of scheduled instruction given to students. This definition does not include patient contact time for clinical settings.

Continuing education program is a formal, post-licensure educational program designed to increase knowledge or skills of health professions. Continuing education programs may include workshops, institutes, clinical conferences, staff development courses, and individual studies. It does not include study for an academic degree, post-master's degree certificate, or other evidence of completing such a program. Trainees categorized under "Continuing Education" in the LR-1 table do not include enrollees, fellowships and residencies, graduates, or program completers.

Cultural competence refers to a set of academic and interpersonal skills that allow an individual to increase his or her understanding and appreciation of cultural differences and similarities within, as well as among and between, groups. This requires willingness and ability to draw on values, traditions, and customs of the populations served and the ability to develop culturally sensitive interventions.

Curriculum is a set of courses constituting an area of specialization.

Didactic training involves traditional classroom or virtual education forums wherein trainees receive instruction from designated faculty members and/or clinicians.

Disadvantaged means an individual who (1) educationally comes from an environment that has inhibited the individual from obtaining knowledge, skills, and abilities required to enroll in and graduate from a health professions school or (2) economically comes from a family with an annual income below a level based on low income thresholds according to family size published by the U.S. Bureau of the Census, adjusted annually for changes in the Consumer Price Index and adjusted by the Secretary for use in all health professions programs.
    Examples of criteria for educationally disadvantaged are below:

    (1) The individual graduated from (or last attended) a high school with low SAT score based on most recent data available:
    (2) The individual graduated from (or last attended) a high school from which, based on most recent data available:
        (a) low percentage of seniors receive a high school diploma; or
        (b) low percentage of graduates go to college during the first year after graduation.
    (3) The individual graduated from (or last attended) a high school with low per capita funding.

(4) The individual graduated from (or last attended) a high school at which based on most recent data available, many of the enrolled students are eligible for free or reduced price lunches.
(5) The individual comes from a family that receives public assistance (e.g., Aid to Families with Dependent Children, food stamps, Medicaid, public housing).
(6) The individual comes from a family that lives in an area that is designated under section 332 of the Act as a health professional shortage area.
(7) The individual would be the first generation in a family to attend college

Discipline means a field of study.

Dislocated worker refers to an individual who (A) (i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment; (ii) (I) is eligible for or has exhausted entitlement to unemployment compensation; or (II) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 134(c), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and (iii) is unlikely to return to a previous industry or occupation; (B)(i) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise; (ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or (iii) for purposes of eligibility to receive services other than training services described in section 134(d)(4), intensive services described in section 134(d)(3), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close; (C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or (D)is a displaced homemaker.[4]

Disparity refers to a pattern of differences in health outcomes that occurs by age, gender, race, ethnicity, education or income, disability, geographic location, or sexual orientation.

Diversity as defined by BHPr: Diversity is most often viewed as the proportion and number of individuals from groups underrepresented among students, faculty, administrators, and staff (i.e., structural diversity). Diversity, however, can also be conceptualized as the diversity of interactions that take place on campus (e.g., the quality and quantity of interactions across diverse groups and the exchange of diverse ideas), as well as campus diversity-related initiatives and pedagogy (e.g., the range and quality of curricula and programming pertaining to diversity, such as cultural activities and cultural awareness workshops)."

Enrollee is a trainee who is newly enrolled and/or continuing the BHPr-funded program, but has not finished the program during a given reporting period. Trainees categorized as "Enrollees" in the LR-1

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[4] Workforce Investment Act, Title I, Subsection A, Section 101.

table, do not include fellowships and residencies, graduates, program completers or continuing education trainees.

Entering practice means health professions students who intend to begin providing direct patient care or public health upon graduation from a funded formative or advanced education and training program.

Ethnicity refers to two categories: "Hispanic or Latino" and "Non-Hispanic and Non-Latino." "Hispanic or Latino" refers to an individual of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Experiential training (i.e., learning by doing) is learning through concrete experience followed by observation and reflection, the formation of abstract concepts about the experience followed by testing what was learned in new situations.[5]

Faculty refers to the group of individuals who have received a formal assignment to teach resident/fellow physicians or other trainees in a health professions training program. At some sites appointment to the medical staff of the hospital constitutes appointment to the faculty.[6] The faculty provides instruction to develop students' skills inherent in practice to a level of professional competency which, in graduate education, may include the development of research capability. A faculty includes all faculty members, even those who participate on an as-needed basis. Faculty members will be counted by a full-time equivalent (FTE) measure unless otherwise noted.

Federally Qualified Health Center (FQHC) an entity, per Section 1905(l)(2)(B) of the Social Security Act (42 USC 1396d), which -
(i) is receiving a grant under section 254b of this title, or
(ii) (I) is receiving funding from such a grant under a contract with the recipient of such a grant, and
(II) meets the requirements to receive a grant under section 254b of this title;
(iii) based on the recommendation of the Health Resources and Services Administration within the Public Health Service, is determined by the Secretary to meet the requirements for receiving such a grant, including requirements of the Secretary that an entity may not be owned, controlled, or operated by another entity, or
(iv) was treated by the Secretary, for purposes of part B of subchapter XVIII of this chapter, as a comprehensive Federally funded health center as of January 1, 1990; and includes an outpatient health program or facility operated by a tribe or tribal organization under the Indian Self-Determination Act (Public Law 93-638) [25 U.S.C. 450f et seq.] or by an urban Indian organization receiving funds under title V of the Indian Health Care Improvement Act [25 U.S.C. 1651 et seq.] for the provision of primary health services. In applying clause (ii), (4) the Secretary may waive any requirement referred to in such clause for up to 2 years for good cause shown.

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[5] Definition derived from Kolb. D. A. and Fry, R. (1975) 'Toward an applied theory of experiential learning; in C. Cooper (ed.) *Theories of Group Process*, London: John Wiley.
[6] Definition was adapted from the ACGME glossary at
http://www.acgme.org/acWebsite/about/ab_ACGMEglossary.pdf.

Fellowship means a one or two year organized training effort designed to meet a specific training purpose. Trainees who are newly enrolled and/or continuing a fellowship program would be categorized under "Fellowships and Residencies" in the LR-1 table and not categorized as graduates, program completers or continuing education trainees.

Financial Award Types

> Scholarship is tuition-only funding to aid a person attending an educational institution. Generally not considered taxable income.
> Stipend is a payment made to an individual under a fellowship or training grant in accordance with pre-established levels to provide for the individual's living expenses during the period of training. A stipend is not considered compensation for the services expected of an employee. Is usually considered taxable income.
> Traineeship is the provision of graduate or specialized training in field of study
> Loan means the amount of money advanced to a student by a school from a health professions student loan fund under a properly executed promissory note.

Frontier is an area where remote clinic sites are located and where weather and distance can prevent patients who experience severe injury or illness from obtaining immediate transport to an acute care hospital.[7]

Geriatrics focuses on health promotion and the prevention and treatment of disease and disability in later life.

Graduate refers to a trainee who has successfully completed all educational requirements for a specified academic program of study culminating in a degree or diploma, or certificate as in a university, college, or health professions programs during this reporting period. Trainees categorized as "Graduating Trainees" in the LR-1 table, do not include enrollees, program completers or continuing education trainees.

Health careers enrichment/training activities are AHEC health career activities ranging from 0 - ≥120 hours. Health career activity greater than 120 hours must have a minimum of 10 students per educational level.

Health professional refers to an individual who has received a certificate, an associate's degree, a bachelor's degree, a master's degree, a doctorate degree, or post-baccalaureate training in a field related to health care and who shares in the responsibility for the delivery of health care or related services.

Health professional shortage area (HPSA) refers to an area designated as having a shortage of primary medical care, dental, or mental health providers. The area may be geographic (a county or service area),

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[7] Definition provided in the Office of Rural Health Policy 2009 Annual Report, retrieved from http://www.hrsa.gov/ruralhealth/pdf/annualreport2009.pdf

demographic (low income population), or institutional (comprehensive health center, federally qualified health center, or other public facility). More information about HPSAs is available on the BHPr Web sites: http://bhpr.hrsa.gov/shortage and http://muafind.hrsa.gov/.

Health professions student refers to an individual who is pursuing a certificate, an associate's degree, a bachelor's degree, a master's degree, a doctoral degree, or post-baccalaureate training in a field relating to health care and who shares in the responsibility for the delivery of health care or related services.

Hours of Instruction refers to the total amount of time (in hours) it takes to impart instruction for a particular course.

Interdisciplinary means two or more persons from the same profession but different specialties (e.g. Medical/Surgical Nurse and Labor and Delivery Nurse)

Internship means a type of training that gives entry-level job seekers substantive work experience. Internships may be paid or unpaid and may or may not carry the offer of full-time, permanent employment upon completion.

Interprofessional education occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve quality of care and health outcomes.[8]

Interprofessional practice occurs when two or more professions collaborate in the provision of health care services, and through it each profession's contribution to care is enhanced and quality is improved.[8]

Medically Underserved Areas/Populations (MUA/P) are areas or populations designated by HRSA as having: too few primary care providers, high infant mortality, high poverty and/or high elderly population. Health Professional Shortage Areas (HPSAs) are designated by HRSA as having shortages of primary medical care, dental or mental health providers and may be geographic (a county or service area), demographic (low income population) or institutional (comprehensive health center, federally qualified health center or other public facility). Medically Underserved Areas (MUAs) may be a whole county or a group of contiguous counties, a group of county or civil divisions or a group of urban census tracts in which residents have a shortage of personal health services. Medically Underserved Populations (MUPs) may include groups of persons who face economic, cultural or linguistic barriers to health care.[9]

Medically Underserved Community (MUC) is any geographic area or population served by any of the following practice sites:
- Ambulatory practice sites designated by State Governors as serving medically underserved communities.
- Community health centers (section 330)
- Federally qualified health centers (section 1905(1)(2)(B) of the Social Security Act)

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[8] Definition derived from World Health Organization. (2010). Framework for Action on Interprofessional Education and Collaborative Practice. Geneva: WHO.
[9] http://muafind.hrsa.gov

- Health Care for the Homeless grantees (section 330)
- Indian Health Services sites (Pub. L. 93-638 for tribal operated sites and Pub. L. 94-437 for IHS operated sites)
- Migrant health centers (section 330)
- Primary medical care, mental health, and dental health professional shortage areas (federally designated under section 332)
- Public housing primary care grantees (section 330)
- Rural health clinics, federally designated (section 1861(aa)(2) of the Social Security Act)
- State or local health departments (regardless of sponsor; for example, local health departments that are funded by the State would qualify)

Note: Information on CHCs, MHCs, Health Care for the Homeless grantees, Public Housing Primary Care grantees, National Health Service Corps' sites, and HPSAs is available on the BHPr or the Bureau of Primary Health Care Web sites: http://bhpr.hrsa.gov or http://bhpc.hrsa.gov (select "Key Program Areas" and "Resources").

Medically underserved populations (MUP) may include groups of persons who face economic, cultural, or linguistic barriers to health care. More information about MUPs can be found on the BHPr Web site: http://bhpr.hrsa.gov/shortage/.

Partners/Leveraging consists of partnerships, cooperative agreements, or any similar collaborative arrangement that is entered into by the grantee and another organization, such as a hospital, educational institution, trade or consumer group, or state or local government agency. Partnerships or leveraging can be formal or informal but is always cooperative and beneficial to all parties involved.[10]

Patient-Centered Care recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.[11] "Patient-centered" means considering patients' cultural traditions, personal preferences and values, family situations, social circumstances and lifestyles.[12]

Patient encounter is defined as documented, face-to-face contact between a patient and a provider who exercises professional judgment in the provision of services to the patient. For more information, see Bureau of Primary Health Care Web sites: http://bhpr.hrsa.gov or http://bhpc.hrsa.gov

Population Health has been defined as "the health outcomes of a group of individuals, including the distribution of such outcomes within the group." It is an approach to health that aims to improve the health of an entire population. One major step in achieving this aim is to reduce health inequities among population groups. Population health seeks to step beyond the individual-level focus of mainstream

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[10] Definition adaption from FDA, HHS definition of Leveraging and Partnerships. See FDA Leveraging Handbook: http://www.fda.gov/downloads/AboutFDA/CentersOffices/CDER/WhatWeDo/UCM121662.pdf
[11] Definition retrieved from Quality and Safety Education for Nurses (QSEN) http://www.qsen.org/definition.php?id=1
[12] Definition adapted from the Institute of Medicine (IOM) and Institute for Healthcare Improvement (IHI).

medicine and public health by addressing a broad range of factors that impact health on a population-level, such as environment, social structure, resource distribution.[13]

Practicum training refers practical experiences (not didactic or clinical) that are hands-on field training without clinical patient encounters, such as shadowing and observations

Publications refer to articles, reports, or other documents based on HRSA-supported data and published information.

Public health is the science and art of protecting and improving the health of communities through education, promotion of healthy lifestyles, and research for disease and injury prevention.

Pre-Professional pertains to the period preceding specific study for a profession. Pre-professional students are those trained in K-12 or undergraduate programs that help students develop interest or intent to enroll in a health professions program of study.[14]

Primary Care is the provision of integrated, accessible health care services by clinicians who are accountable for addressing a large majority of personal health care needs, developing a sustained partnership with patients, and practicing in the context of family and community. The term clinician refers to an individual who uses a recognized scientific knowledge base and has the authority to direct the delivery of personal health services to patients. A clinician has direct contact with patients and may be a physician, nurse practitioner, or physician assistant.[15]

Primary care setting refers to a setting that provides integrated comprehensive and continuous, accessible health care services by clinicians, including nurse practitioners and nurse-midwives, who are accountable for addressing a large majority of personal health care needs within their scopes of practice, developing a sustained partnership with clients, and practicing in the context of family and communities. Critical elements also include accountability of clinicians and systems for quality of care, consumer satisfaction, efficient use of resources, and ethical behavior. Clients have direct access to an appropriate source of care, which continues over time for a variety of problems and includes needs for preventive services.

Program completers are trainees who have successfully completed a non-degree course of study or training program during the reporting period. Trainees categorized as "Program Completers" in the LR-1 table do not include enrollees, fellowships and residencies, graduates, or continuing education trainees.

Quality of Care is the degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge.[16]

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[13] Definition adapted from Kindig D, Stoddart G. What is population health? American Journal of Public Health 2003 Mar;93(3):380-3.

[14] Definition adapted from http://www.merriam-webster.com/dictionary/preprofessional

[15] Definition adapted from Donaldson, M.S. [et al.], editors (1996), *Primary care: America's health in a new era*, Committee on the Future of Primary Care Services, Division of Health Care Services, Institute of Medicine.

[16] Retrieved from Institute of Medicine, Measuring the Quality of Health Care http://www.nap.edu/catalog/6418.html

Race according to standards for the classification of federal data on race and ethnicity from OMB, five minimum categories on race exist: American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, and White.[17] The minimum categories for data on race and ethnicity for Federal statistics, program administrative reporting, and civil rights compliance reporting are defined as follows:

- American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

- Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

- Black or African-American. A person having origins in any of the Black racial groups of Africa.

- Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Note: See "Ethnicity" for definitions of Hispanic or Latino ethnicity.

Racial and Ethnic Minority Group means American Indians (including Alaska Natives, Eskimos, and Aleuts); Asian Americans; Native Hawaiians and other Pacific Islanders; Blacks; and Hispanics.[18]

Minority/Minorities refer to individual(s) from a racial and ethnic minority group.

Underrepresented Minority/Minorities, with respect to a health profession, means racial and ethnic populations that are underrepresented in the health profession relative to the number of individuals who are members of the population involved. This includes Blacks or African-Americans, American Indians or Alaska Natives, Native Hawaiians or Other Pacific Islanders, Hispanics or Latinos, and certain Asian subpopulations (other than Chinese, Filipino, Japanese, Asian Indian, or Thai).[19]

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[17] OMB guidance on aggregation and allocation of data on race can be retrieved from:
http://www.whitehouse.gov/omb/bulletins_b00-02
[18] Public Health Service Act, Section 1707.
[19] Public Health Service Act, Section 799b

<u>Research training</u> involves the supervision of trainees in conducting research in clinical or academic environments. Such training may involve literature reviews, development of data collection protocols, data collection, data analysis, results interpretation, or the dissemination of research findings.

<u>Residency</u> is a program accredited to provide a structured educational experience designed to conform to the program requirements of a particular specialty.[20] Trainees who are newly enrolled and/or continuing a residency program would be categorized under "Fellowships and Residencies" in the LR-1 table and not categorized as graduates, program completers or continuing education trainees.

<u>Residential background</u> is defined as the residence where the trainee was living when he or she was in high school. If a trainee graduates from medical / dental school and is then entering into a residency program and receiving BHPr funding to support his or her residency training, the residential background is defined as the residence where the trainee was living prior to starting their undergraduate college education. As another example, if a nurse is entering into an advanced practice program and is being supported with BHPr funding, the residential background would be determined by the address the trainee was living at prior to matriculation into the advanced practice program.

<u>Rural</u> describes all counties that are not part of a Metropolitan Statistical Area (MSA). The White House's Office of Management and Budget (OMB) designates counties as Metropolitan, Micropolitan, or Neither. Micropolitan counties are considered non-Metropolitan or rural along with all counties that are not classified as either Metro or Micro.
>   For more information on Metro areas, see:
>   http://www.census.gov/population/www/estimates/metroarea.html

There is an additional method of determining rurality that HRSA uses called the Rural-Urban commuting area (RUCA) codes. Like the MSAs, these are based on Census data which is used to assign a code to each Census Tract. Tracts inside Metropolitan counties with the codes 4-10 are considered rural. While use of the RUCA codes has allowed identification of rural census tracts in Metropolitan counties, among the more than 60,000 tracts in the U.S. there are some that are extremely large and where use of RUCA codes alone fails to account for distance to services and sparse population. In response to these concerns, HRSA's Office of Rural Health Policy has designated 132 large area census tracts with RUCA codes 2 or 3 as rural. These tracts are at least 400 square miles in area with a population density of no more than 35 people.
>   For more information on RUCAs, see:
>   http://www.ers.usda.gov/briefing/Rurality/RuralUrbanCommutingAreas/

The HRSA website has page where you can search for eligible counties, or eligible census tracts inside Metro counties, at http://datawarehouse.hrsa.gov/RuralAdvisor/. You can also download a complete list of eligible areas from that page.[21] Stipend is a cost-of-living allowance for trainees and fellows if permitted by a program's statute authorizing or implementing regulations. The specific amounts may be

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[20] Definition was adapted from the ACGME glossary at
http://www.acgme.org/acWebsite/about/ab_ACGMEglossary.pdf.

[21] Retrieved from the HRSA, Office of Rural Health Policy:
http://www.hrsa.gov/ruralhealth/policy/definition_of_rural.html

established by policy. Generally, these payments are made according to a pre-established schedule based on the individual's experience and level of training. A stipend is not a fee-for-service payment and is not subject to the cost accounting requirements of the cost principles. Stipends are not allowable under research grants even when they appear to benefit the research project.[22]

Summer program (≥120 hours) is a designed curriculum or set of activities of a minimum of 25 students per educational level that provides 6 hours of structured learning activities per day for a minimum of 6 weeks.

Suburban refers to a separate residential community within commuting distance from a city. This definition excludes areas defined as urban, rural or frontier.

Trainee is anyone receiving training or education in a BHPr-funded program. Enrollees, Fellows and Residents, Graduating Trainees, Program Completers, and Continuing Education Trainees are considered trainees for BHPr reporting purposes.

Underserved area/population includes:
- The elderly, individuals with HIV/AIDS, substance users, and survivors of domestic violence

- Homeless populations

- Health professional shortage areas/populations

- Medically underserved areas/populations

- Migrant and seasonal farm workers

- Nurse shortage areas

- Residents of public housing

- Rural communities

Rural health clinic (RHC) is a federally qualified health clinic certified to receive special Medicare and Medicaid reimbursement. RHCs are required to be staffed by a team that includes one mid-level provider, such as a nurse practitioner (NP), physician assistant (PA), or certified nurse midwife (CNM), that must be on-site to see patients at least 50 percent of the time the clinic is open and a physician (MD or DO) to

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[22] Definition adapted from Department of Health and Human Services Grants Policy Statement, 2007. Available at: www.aoa.gov/aoaroot/grants/terms/docs/**hhs**_gps.doc

supervise the mid-level practitioner in a manner consistent with state and federal law. RHCs must be located within non-urban rural areas that have health care shortage designations.[23]

Urban is classified by the U.S. Census Bureau as all territory, population, and housing units located within urbanized areas (UA) and urban clusters (UC), both defined using the same criteria. The U.S. Census Bureau delineates UA and UC boundaries that represent densely developed territory, encompassing residential, commercial, and other nonresidential urban land uses. In general, this territory consists of areas of high population density and urban land use resulting in a representation of the "urban footprint."

> According to the U.S. Census Bureau, an UA is:
>
> "An area consisting of a central place(s) and adjacent territory with a general population density of at least 1,000 people per square mile of land area that together have a minimum residential population of at least 50,000 people. The U.S. Census Bureau uses published criteria to determine the qualification and boundaries of UAs" (U.S. Census Bureau Web site).[24]
>
> The agency goes on to further clarify this definition with the following additional information:
>
> "…a densely settled area that has a census population of at least 50,000. A UA generally consists of a geographic core of block groups or blocks that have a population density of at least 1,000 people per square mile, and adjacent block groups and blocks with at least 500 people per square mile. A UA may consist of all or part of one or more incorporated places or census designated places, and may include area adjacent to the place(s)."

Vulnerable populations include adolescents, children, chronically ill, college students, homeless individuals, individuals with HIV/AIDS, individuals with mental health or substance abuse disorders, migrant workers, military and/or military families, older adults, people with disabilities, pregnant women and infants, unemployed, returning war veterans (Iraq or Afghanistan), veterans, and victims of abuse or trauma.

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[23] Office of Rural Health Policy Web Site:
http://www.hrsa.gov/healthit/toolbox/RuralHealthITtoolbox/Introduction/ruralclinics.html
[24] Office of Rural Health Policy Web site: http://www.hrsa.gov/ruralhealth/pdf/rhcmanual1.pdf

Appendix D. Matrix of Cross-Cutting Data Tables Required by Program

The following section includes each of these tables with the specific purpose and instructions for completing each table. BHPr requires its grantees to provide the data only for the appropriate and relevant cross-cutting measures as detailed in the table below.

Key:

Table	Description
LR-1, LR-2	Trainee Information
DV-1, DV-2	Diversity Measures
DV-3	Trainee Residential Background
N-1	Supply Indicators for Nursing Programs
N-2	Supply Indicators for Personal and Home Care Aides and Nursing Assistant and Home Health Aide Programs
PC-1	Program Level Supply Indicators for Primary Care
PC-R	Primary Care Curriculum Content
R-1	Program Level Supply Indicators for Residency Programs
EXP-1	Experiential and/or Clinical Training
EXP-2	Nursing Experiential Training
CLSET-1	Clinical Settings Per Training Year
CE-1	Educational Offering Description
CE-TTY	Continuing Education Trainee Type
CE-2	Educational Offering Employment
DP-1	Diversity/Pipeline Program Content
OH-1	Oral Health Key Training Content Areas
PY-1	Prior Year Completers and Graduates
IND-GEN	Individual Trainee General Characteristics
IND-INTPRAC	Individual Intent to Practice Characteristics
IND-FAC	Individual Faculty Characteristics
INDGEN-EXP	Individual Trainee-to-Experiential/Clinical Training Site Association

Act. Code	Program Name	LR-1	LR-2	DV-1	DV-2	DV-3	N-1	N-2	PC-1	PC-R	R-1	EXP-1	EXP-2	CLSET-1	CE-1	CE-TTY	CE-2	DP-1	OH-1	PY-1	IND-GEN	IND-INTPRAC	IND-FAC	INDGEN-EXP
D54, D12, D5A	Academic Administrative Units in Primary Care (AAU)	√	√	√	√	√						√		√							√		√	√
A10	Advanced Education Nurse Traineeship (AENT)	√	√	√	√	√	√							√						√	√	√		
D09	Advanced Nursing Education (ANE)	√	√	√	√	√	√						√	√	√					√				
T57	Advanced Nursing Education Expansion Program (ANEE)	√	√	√	√	√	√							√							√	√		
U76, U77	Area Health Education Centers (AHEC)-(Infrastructure Developme	√	√	√	√	√						√		√	√	√	√	√		√	√	√		√

Act. Code	Program Name	LR-1	LR-2	DV-1	DV-2	DV-3	N-1	N-2	PC-1	PC-R	R-1	EXP-1	EXP-2	CLSET-1	CE-1	CE-TTY	CE-2	DP-1	OH-1	PY-1	IND-GEN	IND-INTPRAC	IND-FAC	INDGEN-EXP
	nt and Point of Service Maintenance and Enhancement)																							
D34, D3E	Centers of Excellence (COE)	√	√	√	√	√						√		√				√		√	√	√	√	√
D87, D82	Dental Faculty Loan Repayment	√	√	√	√	√															√		√	
D62	Comprehensive Geriatric Education Programs (CGEP)	√	√	√	√	√									√	√	√				√	√		
T88	Expansion of the Physician Assistant Training (EPAT) Programs	√	√	√	√	√			√	√		√		√						√	√		√	√

Act. Code	Program Name	LR-1	LR-2	DV-1	DV-2	DV-3	N-1	N-2	PC-1	PC-R	R-1	EXP-1	EXP-2	CLSET-1	CE-1	CE-TTY	CE-2	DP-1	OH-1	PY-1	IND-GEN	IND-INTPRAC	IND-FAC	INDGEN-EXP
D86	Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD)	√	√	√	√	√													√		√		√	
U1K	Faculty Development: Integrated Technology into Nursing Education and Practice	√	√	√	√	√									√	√	√				√		√	
K01	Geriatric Academic Career Award (GACA)	√	√	√	√	√						√		√	√	√	√				√		√	√
UB4	Geriatric Education Centers (GEC)	√	√	√	√	√						√		√	√	√	√				√			

Act. Code	Program Name	LR-1	LR-2	DV-1	DV-2	DV-3	N-1	N-2	PC-1	PC-R	R-1	EXP-1	EXP-2	CLSET-1	CE-1	CE-TTY	CE-2	DP-1	OH-1	PY-1	IND-GEN	IND-INTPRAC	IND-FAC	INDGEN-EXP
D01	Geriatric Training Program for Physicians, Dentists, and Behavioral and Mental Health Professions (GTPD)	√	√	√	√	√						√		√						√	√		√	√
D40	Graduate Psychology Education (GPE)	√	√	√	√	√						√			√					√	√	√		√
D18, D1H (ARRA)	Health Careers Opportunity Program (HCOP)	√	√	√	√	√												√		√	√	√		
T85, T86 (ARRA)	Interdisciplinary and Interprofessional Joint Graduate Degree Program (Joint Degree)	√	√	√	√	√			√	√		√		√						√	√		√	√

Act. Code	Program Name	LR-1	LR-2	DV-1	DV-2	DV-3	N-1	N-2	PC-1	PC-R	R-1	EXP-1	EXP-2	CLSET-1	CE-1	CE-TTY	CE-2	DP-1	OH-1	PY-1	IND-GEN	IND-INTPRAC	IND-FAC	INDGEN-EXP
M01	Mental and Behavioral Health Education and Training	√	√	√	√	√						√								√	√	√		√
A22	Nurse Anesthetist Traineeship (NAT)	√	√	√	√	√	√							√						√	√	√		
D11	Nurse Education, Practice, Quality, and Retention (NEPQR)	√	√	√	√	√	E1, E2, R1, R3					E2, P1, P2		E2, P1, P2	E2, P2, P3, R3, R4	E2, P2, P3, R4	E2, P2, P3, R4			E1, E2, R1, R3	E1, E2, P1, P2, R1, R3			E2, P1, P2
UD7	Nursing Education, Practice, Quality, and Retention (NEPQR) – IPCP (NEPQR-IPCP)	√	√	√	√	√	√							√	√									

Act. Code	Program Name	LR-1	LR-2	DV-1	DV-2	DV-3	N-1	N-2	PC-1	PC-R	R-1	EXP-1	EXP-2	CLSET-1	CE-1	CE-TTY	CE-2	DP-1	OH-1	PY-1	IND-GEN	IND-INTPRAC	IND-FAC	INDGEN-EXP
E01, E0A (ARRA)	Nurse Faculty Loan Program (NFLP)	√	√	√	√	√	√							√						√	√	√	√	
T56 (ACA)	Nurse Managed Health Clinics (NMHC)	√	√	√	√	√						√		√							√			√
T51	Nursing Assistant and Home Health Aide Program (NAHHA)	√	√	√	√	√		√							√		√			√				
D19, D1N (ARRA)	Nursing Workforce Diversity (NWD)	√	√	√	√	√	√					√		√				√		√	√	√		√
T82	Personal and Home Care Aide State Training Program (PHCAST)	√	√	√	√	√		√							√		√			√				

Act. Code	Program Name	LR-1	LR-2	DV-1	DV-2	DV-3	N-1	N-2	PC-1	PC-R	R-1	EXP-1	EXP-2	CLSET-1	CE-1	CE-TTY	CE-2	DP-1	OH-1	PY-1	IND-GEN	IND-INTPRAC	IND-FAC	INDGEN-EXP
D57, D5B (ARRA)	Physician Assistant Training in Primary Care (PAT)	√	√	√	√	√			√	√		√		√						√	√		√	√
D55, D5C	Physician Faculty Development in Primary Care (PFD)	√	√	√	√	√			√	√		√		√						√	√		√	√
D88, D84, D5G, D13	Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD)	√	√	√	√	√					√	√		√					√		√			√
D85, D83 (ARRA)	Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene	√	√	√	√	√						√		√					√		√			√

Act. Code	Program Name	LR-1	LR-2	DV-1	DV-2	DV-3	N-1	N-2	PC-1	PC-R	R-1	EXP-1	EXP-2	CLSET-1	CE-1	CE-TTY	CE-2	DP-1	OH-1	PY-1	IND-GEN	IND-INTPRAC	IND-FAC	INDGEN-EXP
	(PD)																							
D56, D5D (ARRA)	Pre-doctoral Training in Primary Care	√	√	√	√	√			√	√		√		√						√	√		√	√
D33, D5H	Preventive Medicine Residencies (PMR)	√	√	√	√	√					√	√		√						√	√			√
UD6	Integrative Medicine Program and National Coordinating	√	√	√	√	√					√	√		√	√					√	√			√
R51, T89 (ACA)	Primary Care Residency Expansion (PCRE)	√	√	√	√	√				√	√	√		√						√	√		√	√

Act. Code	Program Name	LR-1	LR-2	DV-1	DV-2	DV-3	N-1	N-2	PC-1	PC-R	R-1	EXP-1	EXP-2	CLSET-1	CE-1	CE-TTY	CE-2	DP-1	OH-1	PY-1	IND-GEN	IND-INTPRAC	IND-FAC	INDGEN-EXP
A03, A0A (ARRA)	Public Health Traineeships (PHT)	√	√	√	√	√														√	√	√		
D20, UC9, UB6 (ACA)	Public Health Training Centers (PHTC)	√	√	√	√	√						√		√	√	√	√				√	√		√
D58, D5F	Residency Training in Primary Care	√	√	√	√	√				√	√	√		√						√	√		√	√
T12	State to Support Oral Health Workforce Programs											activity 6			activity 6	activity 7	activity 7				activity 6		activity 6	activity 6
T91 (ACA)	Teaching Health Centers (THC)	√	√	√	√	√				√	√	√		√						√	√		√	√

Appendix E. Matrix of Program-Specific Data Tables

The following table lists the program-specific data tables that grantees of each program are required to complete. For programs which do not require program-specific data collection by grantees, "not applicable" (N/A) has been entered in this table.

Activity Code	Program Name *Requires individual trainee-level data collection.	Program-Specific Tables to be Completed
D54, D12, D5A (ARRA)	Academic Administrative Units in Primary Care (AAU)	AAU-1
A10	Advanced Education Nurse Traineeship (AENT)	N/A
D09	Advanced Nursing Education (ANE)	N/A
T57	Advanced Nursing Education Expansion (ANEE)	N/A
U76, U77	Area Health Education Centers (AHEC)-(Infrastructure and Point of Service)	N/A
D34, D3E (ARRA)	Centers of Excellence (COE)	DP-4a,4b
R18	Chiropractic Demonstration Projects (CDP)	N/A
D62	Comprehensive Geriatric Education Programs (CGEP)	CGEP-1a, b
D87, D82	Dental Faculty Loan Repayment	N/A
T88	Expansion of the Physician Assistant Training (EPAT) Programs	N/A
D86	Faculty Development in General, Pediatric, and Public Health Dentistry and Dental Hygiene (FDD)	FDD-1a.1, 1a.2; FDD-1b.1,1b.2; FDD-2
U1K	Faculty Development: Integrated Technology into Nursing Education and Practice	N/A
K01	Geriatric Academic Career Award (GACA)	GACA-1
UB4	Geriatric Education Centers (GEC)	GEC-1, 2
D01	Geriatric Training Program for Physicians, Dentists, and	GTPD-1a,1b

Activity Code	Program Name *Requires individual trainee-level data collection.	Program-Specific Tables to be Completed
	Behavioral and Mental Health Professions (GTPD)	
D40	Graduate Psychology Education (GPE)	N/A
D18, D1H (ARRA)	Health Careers Opportunity Program (HCOP)	DP-2
UD6	Integrative Medicine Program and National Coordinating	PMR-1
T85, T86 (ARRA)	Interdisciplinary and Interprofessional Joint Graduate Degree Program	N/A
M01	Mental and Behavioral Health Education and Training	N/A
A22	Nurse Anesthetist Traineeship (NAT)	N/A
D11	Nurse Education, Practice, Quality, and Retention (NEPQR)	NEPQR-3 for R2; NEPQR-2a,2b for R4
UD7	Nursing Education, Practice, Quality, and Retention (NEPQR) –IPCP (NEPQR-IPCP)	N/A
E01, E0A (ARRA)	Nurse Faculty Loan Program (NFLP)	N/A
T56 (ACA)	Nurse Managed Health Clinics (NMHC)	N/A
T51	Nursing Assistant and Home Health Aide Program (NAHHA)	N/A
D19, D1N (ARRA)	Nursing Workforce Diversity (NWD)	N/A
T82	Personal and Home Care Aide State Training Program (PHCAST)	N/A
D57, D5B (ARRA)	Physician Assistant Training in Primary Care (PAT)	N/A
D55, D5C (ARRA)	Physician Faculty Development in Primary Care (PFD)	PFD-1; RH-1
D13, D5G, D88, D84 (ARRA)	Post-doctoral Training in General, Pediatric, and Public Health Dentistry (PDD)	PYPDD-1*

Activity Code	Program Name *Requires individual trainee-level data collection.	Program-Specific Tables to be Completed
D85, D83 (ARRA)	Pre-doctoral Training in General, Pediatric, and Public Health Dentistry and Dental Hygiene (PD)	PD-1
D56, D5D (ARRA)	Pre-doctoral Training in Primary Care	N/A
D33, D5H (ARRA)	Preventive Medicine Residencies (PMR)	PMR-1
U68, U6A (ARRA)	Primary Care Office (PCO)	PCO-1; PCO-2; PCO-3
R51, T89 (ACA)	Primary Care Residency Expansion (PCRE)	N/A
A03, A0A (ARRA)	Public Health Traineeships (PHT)	N/A
D20, UC9, UB6 (ACA)	Public Health Training Centers (PHTC)	PHTC-1a, 1b
D58, D5F (ARRA)	Residency Training in Primary Care	N/A
T12	State Oral Health Workforce Program (SOHWP)	SOHWP-0, 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13
T91 (ACA)	Teaching Health Centers (THC)	N/A

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