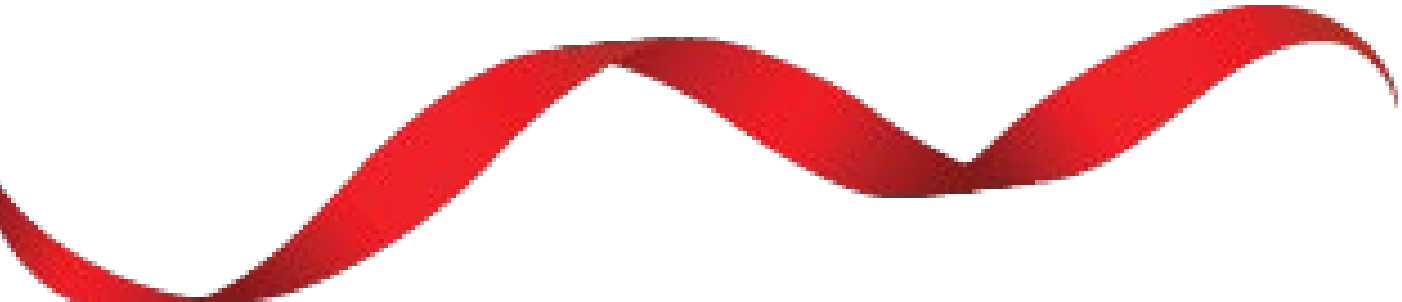


Ryan White HIV/AIDS Program AIDS Education and Training Center 2021-2022 National Evaluation Plan

Implementation Overview Webinar
August 24, 2021

National AETC Evaluation Implementation Contract Team

Michele Clark, Jane Fox, Wendy Chow, Anna Ghosh, Natalie Spitzer, Serena Rajabiun, Durrell Fox, Bisola Ojikutu, Mihaly Imre, Joseph Musolino, & Hayley Page



MEETING OBJECTIVES

- Present an overview of the revised AETC NEP, with focus on the new components for the national programs
- Present implementation considerations and support for rolling out the revised AETC NEP

WEBINAR AGENDA

- Overview of National Evaluation Plan (NEP) Revisions and Components
 - National Coordinating Resource Center (NCRC)
 - National Clinician Consultation Center (NCCC)
 - National HIV Curriculum e-Learning Platform (NHC)
 - NHC-Integration Project (NHC-IP)
 - Cross AETC Program
- NEP Data Collection and Submission
- NEP Implementation Support

HRSA HAB'S EVALUATION QUESTIONS

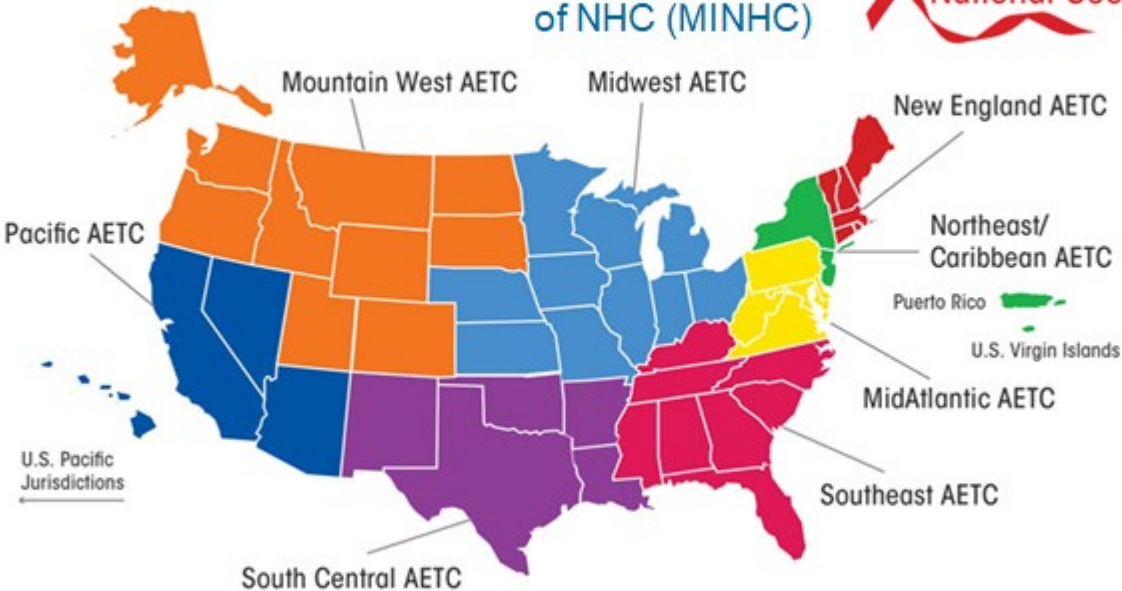
1. How do the activities conducted by the AETC Program show impact on the HIV workforce?
2. How does the AETC Program ensure that minority professionals and minority-serving care providers who receive training and assistance from the AETC Program use these skills to improve their care delivery to drive HIV health outcomes for disproportionately affected minority populations?
3. How does the AETC Program impact (nationally and regionally) service delivery through increased HIV testing, use of Pre-Exposure Prophylaxis (PrEP), linkage and retention in care, utilization of ART, and achievement of viral suppression?
- 4.

OVERALL AETC PROGRAM

 National HIV Curriculum

Midwest Integration
of NHC (MINHC)

 **AETC** AIDS Education & Training Center Program
National Coordinating Resource Center



 **H-NIP**

 **AETC**
Clinician
Consultation
Center

EVALUATION CONTRACT TIMELINE

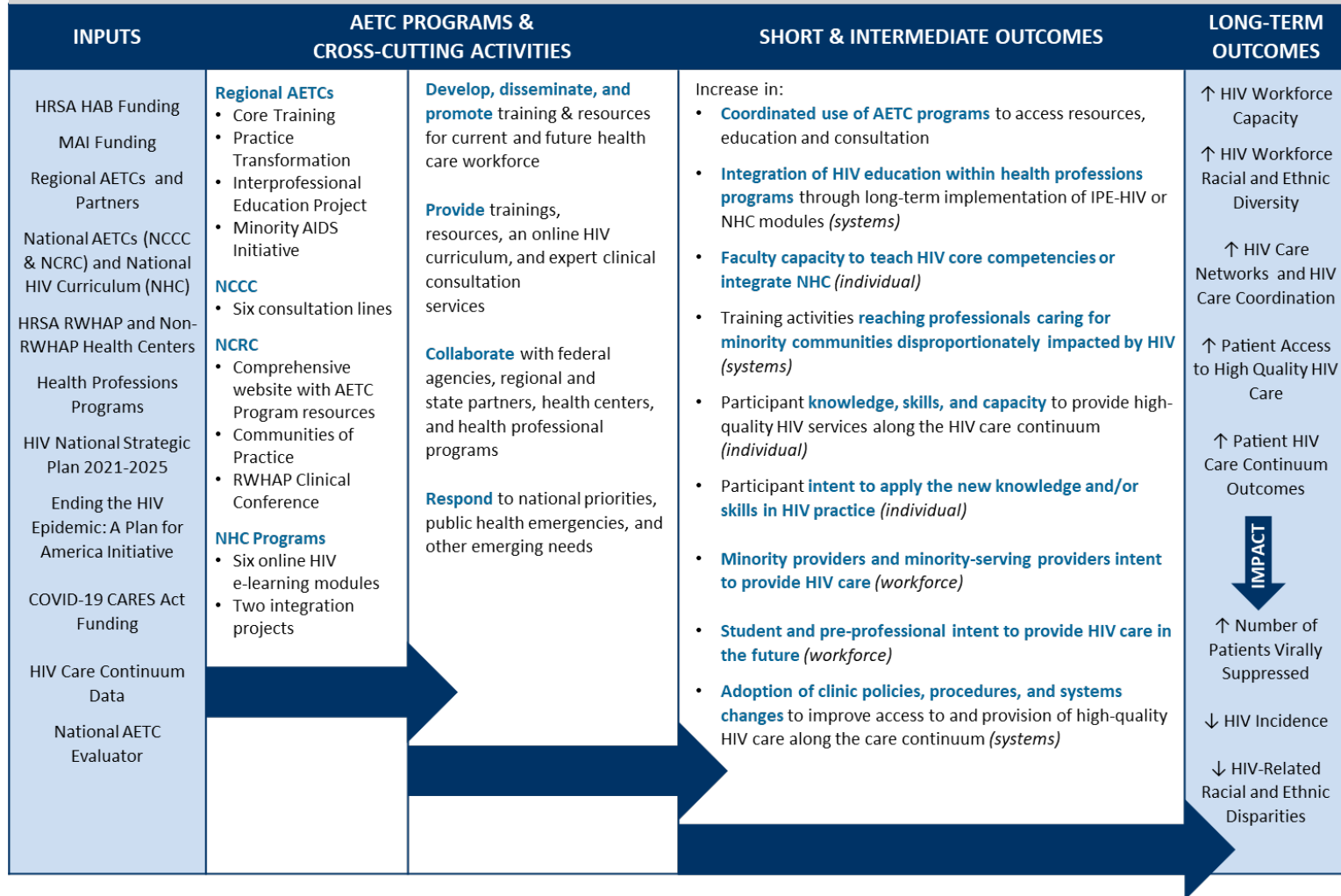


AETC Evaluation Activities

- Assessment of NCRC, NCCC, and NHC Programs evaluation plans *(September-November 2020)*
- Collect feedback from AETCs on expanded evaluation *(December 2020)*
- Draft Revised AETC NEP Outline *(January 2021)*
- Draft Revised AETC NEP and tools *(February-May 2021)*
- Develop Pilot Strategy *(April 2021)*
- Conduct Pilot Test Phase 1 and Phase 2, collect and review pilot data, and collect AETC feedback on revised NEP *(April - June 2021)*
- Revise NEP and tools based on feedback *(June - July 2021)*
- Regional AETCs receive 2021-2022 NEP and data collection tools *(June 1, 2021)*
- Regional AETCs update data collection systems with tool revisions *(June 1- 30, 2021)*
- Regional AETCs implement the 2021-2022 NEP and data collection tools *(July 1, 2021)*
- NCCC, NCRC, & NHC Programs receive the 2021-2022 NEP and data collection tools *(August 4, 2021)*
- NCCC, NCRC, & NHC Programs update data collection systems with tools *(August 1 - 31, 2021)*
- NCRC & NHC Programs implement the 2021-2022 NEP and data collection tools *(September 1, 2021)*
- NCCC implements the 2021-2022 NEP and data collection tools *(October 1, 2021)*

AETC PROGRAM LOGIC MODEL

HRSA HAB AETC Program Goal: Increase the size and skills of current and novice HIV clinical workforce to improve outcomes along the HIV care continuum and reduce rates of new HIV infections and racial and ethnic disparities in HIV outcomes, through training, technical assistance, and resources.



NEP SECTIONS

- I. Overview of the Ryan White HIV/AIDS Program AETCs
 - ***Regional and National AETCs, and NHC Programs***
 - ***Ending the HIV Epidemic and COVID-19 Emergency Response Activities***
- II. Overview of the National Evaluation Plan (NEP)
- III. Regional AETC Evaluation Plan
- IV. ***National Coordinating Resource Center***
- V. ***National Clinician Consultation Center***
- VI. ***National HIV Curriculum and NHC Integration Projects***
- VII. Data Management Plan
- VIII. Data Analysis Plan
- IX. Data Reporting and Dissemination Plan
- X. Appendix

National Coordinating Resource Center



NCRC Evaluation Questions

- 1. What are the characteristics of participants who have accessed NCRC resources and training activities, including minority and minority-serving providers?*
- 2. To what extent does the NCRC increase coordination of and access to workforce HIV prevention, care, and treatment resources and education across AETC program components?*
- 3. To what extent do those who attend and use NCRC trainings and resources increase their knowledge, skills and capacity to provide evidence-based care along the HIV care continuum, overall and by participant characteristics?*
- 4. How do NCRC activities impact key national priorities, including the EHE Initiative and COVID-19 response?*

NCRC Tools

NEP Tool	Key Purpose
<i>Event Information</i>	<ul style="list-style-type: none">● Gathers information about the training and resources that the NCRC develops/offers● Includes the RWHAP Clinical Conference, newsletters, and Communities of Practice
<i>Participant Information</i>	<ul style="list-style-type: none">● Captures information from individuals who register for the RWHAP Clinical Conference and from website users● Includes their demographic characteristics, and the people with HIV whom they serve
<i>Outcomes</i>	<ul style="list-style-type: none">● Assesses the outcomes of NCRC users including use of resources/trainings, extent they gained knowledge, skills or capacity, and their intentions to use what they have learned
<i>Web Analytics</i>	<ul style="list-style-type: none">● Captures usage patterns of the NCRC website

NCRC Data Collection Methods

Data Source	Who completes the tool?	Which training modalities complete the tool?	When is the tool completed?
<i>NCRC - Event Information</i>	Event or Resource Manager	RWHAP Clinical Conference Communities of Practice and Learning Resource Development HIV Care Tools app Newsletter	On an ongoing basis by the NCRC as events, resources, and trainings are developed, offered or implemented
<i>NCRC - Participant Information</i>	Conference attendees	RWHAP Clinical Conference	RWHAP Clinical Conference: Collected every 12 months at the time of registration
<i>NCRC - Outcomes</i>	Conference attendees NCRC users	RWHAP Clinical Conference Website	<i>NCRC - Outcomes</i> Clinical Conference: Collected at the close of the Conference annually and 3 months post Conference <i>NCRC - Outcomes Website</i> : Collected on an ongoing basis via a web-based survey on the website
<i>NCRC - Web analytics</i>	Google Analytics	Website	Collected continuously

National Clinician Consultation Center



NCCC Evaluation Questions

- 1. What is the reach of NCCC activities overall and by topic and frequency?*
- 2. What are the characteristics of participants who access NCCC, including racial/ethnic minority and racial/ethnic minority-serving providers?*
- 3. To what extent do NCCC clinical consultations increase the knowledge, confidence and ability of callers to provide HIV clinical care and treatment?*
- 4. How do NCCC activities impact key national priorities including the EHE Initiative and COVID-19 response?*

NCCC Tools

NEP Tool	Key Purpose
<i>Event Information</i>	<ul style="list-style-type: none">● Gathers information on each clinical consultation topic(s) covered and type of consultation conducted
<i>Participant Information</i>	<ul style="list-style-type: none">● Captures information from individuals who receive a NCCC clinical consultation● Includes their demographic characteristics, and the people with HIV they serve
<i>Outcomes</i>	<ul style="list-style-type: none">● Assesses the outcomes of participants who received clinical consultations including their knowledge, confidence, and ability to manage similar clinical scenarios in the future

NCCC Data Collection Methods

Data Source	Who completes the tool?	Which training modalities complete the tool?	When is the tool completed?
<i>NCCC - Event Information</i>	Clinical Consultant	All tele-consultation lines	At time of clinical consultation
<i>NCCC - Participant Information</i>	Triage Coordinator	All tele-consultation lines	At call intake for first time callers and updated as needed thereafter
<i>NCCC - Outcomes</i>	Clinical Consultation Callers	All tele-consultation lines	Immediately following the completion of consultation call

National HIV Curriculum e-Learning Platform



NHC Evaluation Questions

- 1. What is the reach of NHC Program activities overall and by topic?*
- 2. What are the characteristics of participants who have accessed the NHC, including minority and minority-serving providers?*
- 3. To what extent does NHC increase participants' self-reported knowledge, skills and/or capacity to provide care to people with HIV, overall and by participant characteristics?*
- 4. How do NHC activities impact key national priorities, including the EHE initiative and COVID-19 response?*

NHC Tools

NEP Tool	Key Purpose
<i>Training Module Utilization Information</i>	<ul style="list-style-type: none">● Collects information about what is offered by the NHC and to what extent they are used● Includes is particular modules/lessons are used more frequently than others
<i>Participant Information</i>	<ul style="list-style-type: none">● Captures information from individuals who register for an NHC account and access the curriculum - “registered learners”● Includes the learners characteristics, and the people with HIV whom they serve
<i>Outcomes</i>	<ul style="list-style-type: none">● Assesses the outcomes of NHC registered users including their knowledge, skill or capacity, and intentions to use what they have learned
<i>Web Analytics</i>	<ul style="list-style-type: none">● Captures usage patterns of the NHC website

NHC Data Collection Methods

Data Source	Who completes the tool?	Which training modalities complete the tool?	When is the tool completed?
<i>NHC - Training Module Utilization Information</i>	NHC Tracking System	All NHC modules/lessons	Continuous data collection as self-study lessons and question banks are completed for CME, CNE, MOC or CoC
<i>NHC - Participant Information</i>	NHC registered learners	All NHC modules/lessons	<i>Participant Form (PF) completed upon registration for an NHC account and verified annually</i>
<i>NHC - Outcomes</i>	NHC registered learners	All NHC modules/lessons	Collected after each NHC self-study lesson or question bank is completed for CME, CNE, MOC or CoC
<i>NHC - Web Analytics</i>	Google Analytics	Website	Collected continuously

National HIV Curriculum Integration Projects



NHC Integration Projects Evaluation Questions

- 1. What is the reach of the NHC Integration Projects?*
- 2. What are the characteristics of participants who have accessed NHC Integration Projects?*
- 3. To what extent is there change in students' self-reported knowledge, skills or capacity related to delivering HIV care and services, overall and by participant characteristics?*
- 4. To what extent do participating students intend to provide HIV care and services after program completion?*
- 5. To what extent do participating HPPs plan to sustain NHC training activities after completing engagement with the NHC-Integration Projects?*

NHC Integration Projects

- MINHC and H-NIP may continue to administer their existing student and faculty surveys without changes in 2021-2022, the final year of current funding cycle. However, NEP-specified data elements will be included in the NEP.
- New tool being requested to complete for each participating HPP: *Participation Status & Progress Update Form*

NHC Integration Projects Tools

NEP Data Elements	Key Purpose
<i>Event Information</i>	<ul style="list-style-type: none">● Gathers information about the health profession schools and faculty who partner with the NHC - IP
<i>Participant Information</i>	<ul style="list-style-type: none">● Includes the number and characteristics of students who register and use the NHC, and are a part of an H-NIP or MINHC learning group (<i>Provided by NHC University of Washington</i>)
<i>Outcomes</i>	<ul style="list-style-type: none">● Assesses self-reported outcomes and likelihood to pursue a career in the care and treatment of people with HIV
<i>HPP Participation Status Progress Update Form</i>	<ul style="list-style-type: none">● Documents the HPP's participation status, progress of implementing the NHC Integration Project activities● Includes, where applicable, reasons for discontinuing project activities, and sustainability plans

NHC Integration Projects

Data Collection Methods

Data Source	Who completes the tool?	When is the tool completed?
<i>NHC-IP-Event Information</i>	MINHC or H-NIP Coordinator	Continuously as partnerships with HPPs are formed and trainings are held
<i>NHC-IP-Participant Information</i>	Students	<i>Participant Form (PF)</i> via student registration on NHC website, for registered learners who are part of an NHC-IP learning group only*
<i>NHC-IP-Student Outcomes</i>	Students	After completion of each HPP course with NHC components integrated
<i>NHC-IP-Faculty Outcomes</i>	HPP Faculty	Baseline and at the end of each academic year

National Evaluation Plan

Regional AETC



CORE TRAINING EVALUATION QUESTIONS

- 1. What is the reach of Core Training activities overall and by training modality, frequency, and duration?*
- 2. What are the characteristics of participants who have accessed Core Trainings?*
- 3. To what extent do participants use the knowledge and/or skills learned through Core Training in their work with people with HIV?*
- 4. To what extent does Core Training change or enhance clinic/organizational policies or procedures related to HIV care and treatment?*
- 5. How do Regional AETC Core Training activities impact key national priorities, including the Ending the HIV Epidemic initiative and COVID-19 response?*

CORE TRAINING TOOLS

NEP Tool	Key Purpose
<i>Event Record (ER)</i>	Characteristics of the training event
<i>Participant Information Form (PIF)</i>	Characteristics of training participants
<i>CORE Immediate-Post (CORE-IP)</i>	<i>Intent</i> to use newly acquired knowledge and/or skills along the HIV care continuum
<i>CORE Long-Term Follow-Up (CORE-LT)</i>	<i>Self-reported</i> use of newly acquired knowledge and/or skills along the HIV care continuum New or enhanced clinic/organizational policies and procedures related to HIV services three months post-event
<i>CORE Clinical Consultation Survey (CORE-CCS)</i>	<i>Intent</i> to use knowledge and/or skills gained Ability to provide HIV care and treatment Plans to create new or enhanced treatment protocols

CORE TRAINING OVERVIEW OF REVISIONS

NEP Tool	Key Revisions
<i>Event Record (ER)</i>	<ul style="list-style-type: none">• No revisions.
<i>Participant Information Form (PIF)</i>	<ul style="list-style-type: none">• No revisions.
<i>CORE-Immediate Post (CORE-IP)</i>	<ul style="list-style-type: none">• Added “Use of AETC Programs” question• Deleted “I intend to seek additional training from HIV experts” question• Two versions, one with message reminding participant about three month follow-up
<i>CORE Long-Term Follow-Up (CORE-LT)</i>	<ul style="list-style-type: none">• No revisions.
<i>CORE-Clinical Consultation Survey</i>	<ul style="list-style-type: none">• NEW TOOL for administration immediately after clinical consultations, instead of the <i>CORE-IP</i>

CORE TRAINING TOOL ADMINISTRATION

Core Training Modality	ER	PIF	CORE-IP	CORE-CC	CORE-LT
Didactic Presentation, less than 60 minutes	✓	✓			
Didactic Presentation, greater than or equal to 60	✓	✓	✓		
Didactic Presentation, any length part of a multi-session training	✓	✓	✓		
Interactive Presentation, less than 2 hours	✓	✓	✓		
Interactive Presentation, greater than or equal to 2 hours	✓	✓	✓		✓
Communities of Practice	✓	✓	✓		✓
Clinical Preceptorship	✓	✓	✓		✓
Clinical Consultation	✓	✓		✓	
Coaching for Organizational Capacity Building	✓	✓	✓		

PRACTICE TRANSFORMATION PROJECT EVALUATION QUESTIONS

- 1. What is the reach of PT Project activities overall and by training modality, frequency, and duration?*
- 2. To what extent does clinic participation in PT activities change organizational HIV-related health systems (i.e., changes in policies, procedures, data systems)?*
- 3. To what extent were there changes in participating PT Project provider and staff ability to provide HIV-related services?*
- 4. To what extent did patient outcomes along the HIV care continuum change at participating PT Project clinics?*
- 5. What PT activities were associated with improvements in HIV care continuum outcomes?*
- 6. How do PT Project activities impact key national priorities, including the Ending the HIV Epidemic initiative and COVID-19 response?*

PRACTICE TRANSFORMATION PROJECT TOOLS

NEP Tool	Key Purpose
<i>PT Organizational Assessment (PT-OA)</i> <i>(Baseline; Annual Follow-Up)</i>	Describe clinics, patients, and HIV policies and procedures. Guide TA plans and coaching activities Asses effect of PT activities on HIV outcomes
<i>PT Provider Assessment (PT-PA)</i> <i>(Baseline; Annual Follow-Up)</i>	Describe providers' characteristics at PT clinics Providers' ability to deliver HIV care
<i>PT Performance Measures (PT-PM)</i> <i>(Baseline; Annual Follow-Up)</i>	Assess quality of HIV care services and patient outcomes
<i>PT Clinic Progress and Status Update Form (PT-PSU)</i>	Document status of PT Project activities Describe lessons learned and key accomplishments

ER and PIF are also used to document PT-funded events and participants reached.

PRACTICE TRANSFORMATION PROJECT

OVERVIEW OF REVISIONS

NEP Tool	Key Revisions
<i>PT Organizational Assessment (PT-OA)</i>	<ul style="list-style-type: none">• Defined “use” of SPNS as the <i>adaptation or uptake of a SPNS or evidence-based intervention as outlined from a published intervention manual or guide into a PT clinic program or services.</i>• <i>Added three SPNS models to list of options</i>• <i>Added “Use of AETC Programs” question by the clinic</i>
<i>PT Provider Assessment (PT-PA)</i>	<ul style="list-style-type: none">• <i>Added “Use of AETC Programs” question</i>
<i>PT Performance Measures (PT-PM)</i>	<ul style="list-style-type: none">• <i>Added total column to HIV testing and positivity measure to capture data across all age groups combined, as a quality check. Data by age group is still requested.</i>• <i>Clarified the HIV testing measure that the rapid and confirmatory test is counted as one test</i>
<i>PT Clinic Progress & Status Update Form (PT-PSU)</i>	<ul style="list-style-type: none">• <i>Added open-ended question on plans for sustainability</i>

PRACTICE TRANSFORMATION PROJECT TOOL ADMINISTRATION

PT Participant Role	ER	PIF	PT-OA	PT-PM	PT-PA	PT-PSU
AETC PT Coach	✓		✓			✓
Clinic Lead and/or Leadership Team		✓	✓	✓		✓
Clinic Provider/Staff		✓			✓	

INTERPROFESSIONAL EDUCATION PROJECT EVALUATION QUESTIONS

1. *What is the reach of IPE Project activities overall and by training modality, frequency, and duration?*
2. *To what extent does participation in the IPE activities change institutional-level policies and practices related to building faculty and student core competencies in HIV IPE?*
3. *To what extent were there changes in faculty's capacity to teach HIV IPE core competencies?*
4. *To what extent were there changes in students' skills or practices related to delivering HIV care and services?*
5. *To what extent do participating students intend to provide HIV care and services after program completion?*
6. *How do IPE Project activities impact key national priorities, including the Ending the HIV Epidemic initiative and COVID-19 response?*

INTERPROFESSIONAL EDUCATION PROJECT TOOLS

NEP Tool	Key Purpose
<p><i>IPE Health Professional Program Profile (IPE-HPPP)</i> <i>(Baseline; Annual Follow-Up)</i></p>	<ul style="list-style-type: none"> ● Faculty development and support on teaching HIV IPE ● Integration of HIV interprofessional education and collaborative practice into curriculum ● Types of IPE project strategies implemented
<p><i>IPE Faculty Assessment (IPE-FA)</i> <i>(Baseline; Annual Follow-Up)</i></p>	<ul style="list-style-type: none"> ● Integration of HIV IPE in courses/clinical teaching ● Faculty confidence to teach HIV care and treatment ● Faculty confidence to teach IPE and collaborative practice
<p><i>IPE Student Assessment (IPE-SA)</i> <i>(Baseline; One-Time Follow-Up)</i></p>	<ul style="list-style-type: none"> ● Knowledge of interprofessional healthcare team functioning & attitudes toward IPE ● Abilities related to interprofessional practice, team communications, and delivery of HIV-related services ● Intentions to provide HIV care and treatment services post-training

ER and *PIF* are also used to document IPE-funded events and participants reached.

INTERPROFESSIONAL EDUCATION PROJECT

OVERVIEW OF REVISIONS

NEP Tool

Key Revisions

IPE Health Professional Program Profile (IPE-HPPP)
(Baseline; Annual Follow-Up)

- Added optometry to list of HPP types
- Added “Use of AETC Programs” question by HPP
- Added open-ended question on plans for sustainability in the *IPE-HPPP*

IPE Faculty Assessment (IPE-FA)
(Baseline; Annual Follow-Up)

- Added optometry to list of HPP types
- Added “Use of AETC Programs” question

IPE Student Assessment (IPE-SA)
(Baseline; One-Time Follow-Up)

- Added optometry to list of HPP types
 - Added “Use of AETC Programs” question
-

INTERPROFESSIONAL EDUCATION PROJECT TOOL ADMINISTRATION

IPE Participant Role	ER	PIF	IPE-HPPP	IPE-FA	IPE-SA
AETC IPE Coordinator	✓				
HPP Faculty Lead		✓	✓	✓	
HPP Faculty teaching IPE and/or receiving training		✓		✓	
Student of hands-on clinical learning	✓	✓			✓
Student in cohort-based training	✓	✓			✓

Opportunities to Assess Overall AETC Program Impact



Evaluation of Cross-cutting Activities

- **Minority AIDS Initiative**

- Use existing participant data to assess reach
- Link to evaluation tools to describe outcomes

- **Ending the HIV Epidemic Initiative**

- Use existing data to describe activities and reach in priority jurisdictions (i.e., zip codes)
- Link to evaluation tools to describe outcomes

- **CARES Act-funded Activities**

- Retrospective evaluation of 2020-2021 activities
- No additional data collection by AETCs in 2021-2022

Key Measures Overview

Key Measures by Evaluation Question				
How do the activities conducted by the AETC Program show impact on the HIV workforce?				
Regional AETCs	NCRC	NCCC	NHC	NHC-IP
<ul style="list-style-type: none"> • Number of individuals trained to provide clinical and non-clinical services to people with HIV • Use of knowledge and/or skills among training participants providing clinical and non-clinical services to people with HIV • Changes in policies or procedures at organizations providing clinical and non-clinical services to people with HIV • Changes in HIV-related curriculum within health professional programs • Students' and graduates' IPE and HIV related skills • Intention to provide HIV care and treatment services after graduation 	<ul style="list-style-type: none"> • Number of individuals who use NCRC resources and trainings • Change in participant/user self-reported knowledge, skill and practice on providing services along the HIV care continuum 	<ul style="list-style-type: none"> • Number of case consultations • Change in callers' knowledge of HIV clinical care and treatment • Change in callers' confidence and motivation to manage similar clinical scenarios • Change in callers' ability to provide patient-centered care 	<ul style="list-style-type: none"> • Number of registered learners • Change in registered learners' self-reported knowledge and skills on providing services along the HIV care continuum • Intent to make changes in practice or worksite setting 	<ul style="list-style-type: none"> • Number of HPPs and students • Change in students' self-reported knowledge, skills, capacity in providing services along the HIV care continuum • Intent to pursue a career in the care and treatment of people with HIV

Key Measures Overview Continued...

Key Measures by Evaluation Question				
How does the AETC Program ensure that minority professionals and minority-serving care providers who receive training and assistance from the AETC Program use these skills to improve their care delivery to drive HIV health outcomes for disproportionately affected minority populations?				
Regional AETCs	NCRC	NCCC	NHC	NHC-IP
<ul style="list-style-type: none"> Number of racial/ethnic minority participants reached Number of participants providing clinical and non-clinical services to people with HIV who are racial/ethnic minorities Change in participant self-reported knowledge, skill and practice on providing services along the HIV care continuum Use of knowledge and/or skills among minority training participants or participants providing clinical and non-clinical services to people with HIV who are racial/ethnic minorities Changes in HIV-related race and ethnicity-related disparities along the continuum of care outcomes (i.e., through PT activities) 				
How does the AETC Program impact (nationally and regionally) improve service delivery through increased HIV testing, use of Pre-Exposure Prophylaxis (PrEP), linkage and retention in care, utilization of ART, and achievement of viral suppression?				
Regional AETCs	NCRC	NCCC	NHC	NHC-IP
<ul style="list-style-type: none"> Number and percent of patients diagnosed, linked, retained, prescribed ART, virally suppressed, and engaged in PrEP services (PT) 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Number and percent of case consultations that address linkage, retention, ART, viral suppression and/or PrEP 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
How does the AETC Program impact key national priorities, including the Ending the HIV Epidemic initiative and COVID-19 response?				
Regional AETCs	NCRC	NCCC	NHC	NHC-IP
<ul style="list-style-type: none"> Use of knowledge and/or skills among training participants providing HIV care in EHE priority jurisdictions Use of knowledge and/or skills among training participants who received COVID-19 related trainings 	<ul style="list-style-type: none"> Number of resources accessed and/or downloaded from the website or app that address COVID-19 Number of resources accessed and/or downloaded from the website or app by individuals in EHE priority jurisdictions 	<ul style="list-style-type: none"> Number of case consultations provided to address COVID-19 Number and characteristics of callers in EHE priority jurisdictions Outcomes of case consultations addressing COVID-19 or provided to callers from EHE priority jurisdictions 	<ul style="list-style-type: none"> Number of resources provided to address care in context of COVID-19* Number and characteristics of registered learners in EHE priority jurisdictions Outcomes of registered learners in EHE priority jurisdictions 	<ul style="list-style-type: none"> N/A

Data Collection and Analytic Methods

Common Data Collection Elements

- **AETC Reach**
Participant information
- **AETC Outcomes**
Training outcomes
- **Participant Synergies**
Use of AETC Program Questions
asked by all AETCs

NEP Analysis Methods

- Aggregating reach data across AETCs.
- Summarizing common outcome measures across AETCs.
- Summarizing percentage of participants using other AETC resources, by AETC and overall.

Participant Synergy Across AETC Programs

- In the past 12 months, have you used any resources and/or trainings from the following AETC Programs?

	Yes	No	Unsure	Not Aware of Program
National Coordinating Resource Center (NCRC)				
National Clinician Consultation Center (NCCC)				
National HIV Curriculum (NHC) e-Learning Platform Programs				
Regional AETCs				

NEP Implementation: Data Collection and Submission



DATA COLLECTION

- NEP Data Collection Tools provided to AETCs
- AETCs manage data collection and own their data
- Regional AETCs:
 - Qualtrics Implementation Protocol - importing Qualtrics QSF files for Regional AETCs using this option
 - *Data Submission Instructions* - Codebook with variable names and coding for AETCs programming their own tools
- National AETCs & NHCs
 - Programs will integrate tools/questions into their existing data collection

DATA SUBMISSION INSTRUCTIONS

Regional AETCs submit record-level data

- Codebook specifies variable names and formatting
- Qualtrics data export (if applicable)
- Data Submission Checklist
- Instructions for secure submission of data files

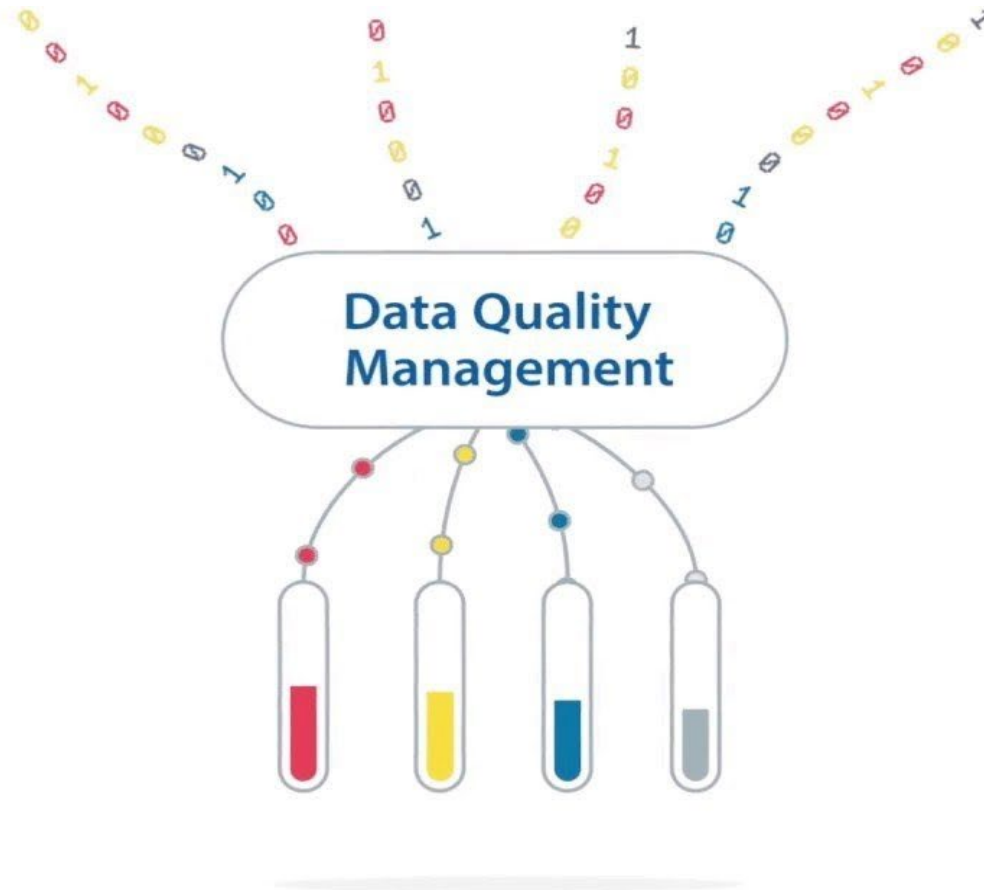
National AETCs and NHC Programs submit aggregated data

- *Data Reporting Templates*
- Data Submission Checklist and List of Analyses
- Instructions for secure submission of data files

NEP DATA SUBMISSION SCHEDULE

	Data From RWHAP AETC Program Year	Data Set (Reporting Time Frame)	Data Recipient	Submission Date
Regional AETCs	2020-2021 (7/1/2020-6/30/2021)	ER, PIF	HRSA HAB	Sept. 15, 2021
		CORE-IP, PT, IPE data	JSI	Sept. 15, 2021
		CORE-LT	JSI	October 15, 2021
	2021-2022 (7/1/2021-6/30/2022)	ER, PIF	HRSA HAB	August 2022*
		CORE-IP, PT, IPE data	JSI	August 31, 2022
		CORE-LT	JSI	October 15, 2022
National AETCs	2021-2022	NCRC NEP Data (9/1/2021-6/30/2022)	JSI	August 31, 2022
		NCCC NEP Data (9/1/2021-6/30/2022)	JSI	August 31, 2022
		NHC and NHC-IP NEP Data (9/1/2021-8/31/2022)	JSI	October 31, 2022

IMPORTANCE OF DATA QUALITY MANAGEMENT



EXAMPLES OF DATA QUALITY CHECKS

- Duplicate records
- Missing identifiers (e.g., dates, event IDs, participant IDs)
- Blank surveys or records
- Survey dates outside of reporting time frame
- Feasibility of data linkage to other NEP tools or the ER and PIF, for relevant tools (e.g., CORE tool linkable to a PIF, PT-PM linkable to a PT-OA; IPE-SA linkable to a IPE-HPPP)

NEP Implementation Support



OVERVIEW OF SUPPORT

- Webinar recording and slides
- Dedicated email address for AETC questions
- Monthly *Frequently Asked Questions* document
- Monthly AETC Evaluators' Calls
- NCRC Community Page to store NEP and associated documents
- Annual calls with each AETC
 - National AETCs and NHC Programs: 2021-2022
 - Regional AETCs: 2022-2023
- RWHAP Conference and AETC Reverse Site Visit

QUESTIONS ABOUT NEP IMPLEMENTATION?

Please contact the JSI AETC Evaluation Team at:

aetc_evaluation@jsi.com

Thank You!

