

OIDD - University Centers for Excellence in Developmental Disabilities

DRAFT LOGIC MODEL 2021

Standardized Reporting for All UCEDDS

UCEDDs share this vision of the *Ultimate Outcome* that flows from the DD Act:

- Ethnic, racial, cultural, and linguistic diversity are acknowledged and respected as contributors to personal preference, life experience, and culture of individuals with disabilities and their families
- Practices respect the individual's and family's culture, language, and traditions
- Individuals with developmental and other disabilities attain maximum physical, emotional, social, and economic well-being
- Individuals with developmental and other disabilities are independent, productive and fully participating members of their community consistent with their cultural values
- Family members of individuals with developmental and other disabilities have the supports they need to assist their family members become independent, productive and fully participating members of their community consistent with their cultural values
- American communities are welcoming and supportive of individuals with developmental and other disabilities reaching their personal goals
- Public policy and legislation promote full community participation
- Services incorporate evidence-based practices wherever such standards have been determined.

In this logic model, *Inputs* and *Activities* reflect the incorporation of the principles of inclusion, self-determination, cultural competency, social justice, and evidence-based practice; *Outputs* and *Outcomes* reflect their application.

INPUTS Resources used to support activities	ACTIVITIES Processes; what the program does	OUTPUT MEASURES Products of activities; services delivered as measured by count or other data. <i>Reported annually</i>	INITIAL OUTCOMES MEASURES Initial positive changes in participants' knowledge, attitudes, and/or skills; health and/or well-being; and/or service delivery method(s). <i>Reported annually</i>	INTERMEDIATE OUTCOME MEASURES Desired changes or improvements in targeted behaviors and/or system performance. <i>Reported in 5-year final progress report</i>
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UCEDD

<ul style="list-style-type: none"> • Core grant funding from OIDD • Funding/ resources from University 	<p>Leveraging Efforts to leverage funds for carrying out the core functions (proposal writing and submission, partnership development)</p>	<ul style="list-style-type: none"> • Number of grants and contracts and other funds leveraged • Total amount of funds leveraged • Source of funding (e.g., federal, state, local, other) 		<ul style="list-style-type: none"> • Total amount of funds leveraged over the course of the 5- year grant using the following categories <ul style="list-style-type: none"> ○ Federal ○ State ○ Local ○ Private Sources (Foundation/Donation/Corporate) ○ Fee for Services ○ Other • Average dollar amount leveraged per core dollar across five-year period.
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<ul style="list-style-type: none"> • Consumer advisory committee input and perspective • Core grant funding from OIDD • Leveraged funds 	<p>Interdisciplinary Pre-service Preparation Instructional program offered by the UCEDD that: (1) integrates knowledge and methods from two or more distinct disciplines; (2) integrates direct contributions to the field made by people with disabilities and family</p>	<ul style="list-style-type: none"> • Number and type (discipline, intermediate, long-term) of UCEDD trainees trained in the DD field • Total number of UCEDD trainees • Number of UCEDD interdisciplinary 	<ul style="list-style-type: none"> • Percent of UCEDD long-term trainees reporting an increase in knowledge or skills and/or change in attitude 	<ul style="list-style-type: none"> • Percent of UCEDD long term trainees who report they applied knowledge and skills one time or more <ul style="list-style-type: none"> ○ Yes/no question added to trainee follow-up survey (<i>Build in NIRS: new field in trainee survey</i>) • Percent of former UCEDD long-
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<ul style="list-style-type: none"> • Collaborative partners • Plans and goals • Reporting and data systems • Websites • Equipment and supplies • Faculty and staff • University resources 	<p>members; (3) examines and advances professional practice, scholarship and policy that impacts the lives of people with developmental and other disabilities and their families; (4) is designed to advance an individual's academic or professional credentials; and (5) takes place in an academic setting or program. It may:</p> <p>(1) lead to the award of an initial academic degree, professional certificate, or advanced academic credential; and (2) contribute to a discipline-specific course of study offered by the UCEDD or by another academic department.</p>	<p>training programs</p> <ul style="list-style-type: none"> • Number of UCEDD discipline specific training programs • Diversity of UCEDD trainees (e.g., gender, person w/disability, family member, race/culture/language spoken) • Regarding pre-service preparation trainings conducted outside the UCEDD: <ul style="list-style-type: none"> • Number of training events • Number of hours for each training event • Number of students trained 		<p>term trainees working in areas of high need¹</p> <ul style="list-style-type: none"> • Percent of individuals with DD receiving services from former UCEDD long-term trainees (measured at 2, 5, and 10 years) [GPR MEASURE] • Percent of former UCEDD long-term trainees in leadership positions (measured at 2, 5, and 10 years) [GPR MEASURE] • Cumulative numbers for output & initial outcomes measures over all 5 years
	<p>Continuing Education: Seminar(s) or courses of instruction offered by a UCEDD that: (1) serve to maintain professional credentials; (2) encourage professionals to expand their knowledge base and stay up-to-date on new developments; <u>and</u> (3) offer certificates of completion or CEUs (or their equivalents).</p>	<ul style="list-style-type: none"> • Number of professionals participating in UCEDD continuing education programs • Number of UCEDD continuing education programs • Length (amount of course time) of CE program 		<ul style="list-style-type: none"> • Cumulative numbers for output & initial outcomes measures over all 5 years

¹DD Act Section 102 (32): Such as individuals from racial and ethnic minority backgrounds, disadvantaged individuals, individuals with limited English proficiency, individuals from underserved geographic areas (rural or urban), and specific groups of individuals within the population of individuals with developmental disabilities, including individuals who require assistive technology.

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<ul style="list-style-type: none"> • Consumer advisory committee input and perspective • Core grant funding from OIDD • Leveraged funds • Collaborative partners • Plans and goals • Reporting and data systems • Websites • Equipment and supplies • Faculty and staff • University resources 	Community Services-Training Training provided by UCEDD faculty/staff to enhance knowledge of a variety of community members (individuals with developmental and other disabilities, their families, professionals, paraprofessionals, policy-makers, students or others in the community).	<ul style="list-style-type: none"> • Number of people trained by participant type (e.g., individuals with D/OD, family members, Service providers, professionals, paraprofessionals, Policy makers, Community members • Number of discrete training events and/or training series 	For recipients of regular, on- going trainings, percent reporting an increase in knowledge gained: <ul style="list-style-type: none"> • in area of emphasis OR • in training topic in area of emphasis 	<ul style="list-style-type: none"> • Cumulative numbers for output & initial outcomes measures over all 5 years (<i>Build in NIRS: report for cumulative collected data</i>)
	Community Services-Technical Assistance Direct problem-solving services provided by	<ul style="list-style-type: none"> • Number of hours of technical assistance provided in the areas of emphasis 	For TA recipients with a sustained relationship with the UCEDD, percent	<ul style="list-style-type: none"> • Impact statement(s) for at least one TA projects/activities over the 5 years. Impact statements briefly summarizes, in lay terms, the

	<p>UCEDD faculty/staff to assist individuals with developmental and other disabilities, families, programs, agencies, or other entities in improving their outcomes, services, management, and/or policies.</p>	<ul style="list-style-type: none"> • Number of hours of technical assistance per type of organization 	<p>reporting an increase in any of the identified or requested item(s) below:</p> <ul style="list-style-type: none"> • Enhanced resources • Enhanced services • Strengthened networking of public and private entities across communities • Increased awareness of evidence-based practices • Enhanced capacity to assess current practices in relation to evidenced-based approaches • Identification of policy changes needed within the areas of emphasis 	<p>difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs. (Narrative)</p> <ul style="list-style-type: none"> • Cumulative numbers for output & initial outcomes measures over all 5 years
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INPUTS Resources used to support activities	ACTIVITIES Processes; what the program does	OUTPUT MEASURES Products of activities; services delivered as measured by count or other data. <i>Reported annually</i>	INITIAL OUTCOMES MEASURES Initial positive changes in participants' knowledge, attitudes, and/or skills; health and/or well-being; and/or service delivery method(s). <i>Reported annually</i>	INTERMEDIATE OUTCOME MEASURES Desired changes or improvements in targeted behaviors and/or system performance. <i>Reported in 5-year final progress report</i>
<ul style="list-style-type: none"> • Consumer advisory committee input and perspective • Core grant funding from OIDD • Leveraged funds • Collaborative partners • Plans and goals • Reporting and data systems • Websites • Equipment and supplies • Faculty and staff • University resources 	<p>Community Services-Model Services <i>(optional core function)</i> Specialized services delivered with the intention to enhance the well-being and status of the recipient and not for testing new practices and may be integrated with training, research, and/or dissemination functions.</p>	<ul style="list-style-type: none"> • Number of specialized services offered by the UCEDD to enhance the well-being and status of the recipient 	<ul style="list-style-type: none"> • Number of individuals who received specialized services from the UCEDD to enhance the well-being and status of the recipient 	<ul style="list-style-type: none"> • Impact statement(s) for at least one model service over the 5 years. Impact statements briefly summarizes, in lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs. (Narrative) • Cumulative numbers for output & initial outcomes measures over all 5 years
	<p>Community Services-Demonstration Services <i>(optional core function)</i> Services that field test promising or exemplary practices and</p>	<ul style="list-style-type: none"> • Number of services offered solely by the UCEDD that are being field tested as promising or exemplary/best practices • Number of services offered in partnership with others that are 	<ul style="list-style-type: none"> • UCEDD and/or partnering agency adopts findings from field test to make at least one modification to the 	<ul style="list-style-type: none"> • Impact statement(s) for at least one demonstration service over the 5 years. Impact statements briefly summarizes, in

	may be integrated with training, research, and/or dissemination functions.	being field tested as promising or exemplary/best practices	UCEDD services being field tested (Y/N)	lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs. (Narrative) <ul style="list-style-type: none"> Cumulative numbers for output & initial outcomes measures over all 5 years
<ul style="list-style-type: none"> Consumer advisory committee input and perspective Core grant funding from OIDD Leveraged funds Collaborative partners Plans and goals Reporting and data systems Websites Equipment and supplies Faculty and staff University 	<p>Research</p> <p>Implementation of basic and applied research, program evaluation, and analysis of public policy on issues impacting individuals with developmental disabilities</p>	<ul style="list-style-type: none"> Number of active research activities 	<ul style="list-style-type: none"> UCEDD adopts research findings by modifying activities in the other core functions (Y/N) 	<ul style="list-style-type: none"> Using specific case examples, describe at least one instances of UCEDD-generated research findings: <ul style="list-style-type: none"> Leading to changes in systems, practice, policy at any level (e.g., local, state, regional, tribal, territorial, national) Translated into practice and/or policy Leading to adoption of evidence-based practices Cumulative numbers for output & initial outcomes measures over all 5 years

resources	<p>Information Dissemination Distribution of knowledge- based information through UCEDD developed products and activities</p>	<ul style="list-style-type: none"> • Number of products developed • Number of products disseminated • Number of conferences and conference presentations 	<p><i>When product dissemination is integrated into other core functions (e.g., model services, training, technical assistance, demonstration services), it will be assumed that the product is contributing to and being measured in the initial outcome.</i></p>	<ul style="list-style-type: none"> • Discuss how information dissemination plan, as outlined in the 5-year application, was implemented over the 5 years. (Narrative) • Cumulative numbers for output & initial outcomes measures over all 5 years
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<ul style="list-style-type: none"> • FY Appropriations • Websites • Reporting and data systems • Staff • T/TA contractor 	<ul style="list-style-type: none"> • Monitor grantee performance • Report on grantee performance • Provide training and technical assistance to grantees 	<ul style="list-style-type: none"> • Number of UCEDDs that demonstrate compliance with the DD Act • Number of UCEDDs that submit a highly rated 5- year application 		
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Definitions in UCEDD Logic Model FINAL 2014

Measurement Term	Proposed Definition
Interdisciplinary Pre-service Preparation	<p>Instructional program offered by the UCEDD that: (1) integrates knowledge and methods from two or more distinct disciplines; (2) integrates direct contributions to the field made by people with disabilities and family members; (3) examines and advances professional practice, scholarship and policy that impacts the lives of people with developmental and other disabilities and their families; (4) is designed to advance an individual’s academic or professional credentials; and (5) takes place in an academic setting or program.</p> <p>It may: (1) lead to the award of an initial academic degree, professional certificate, or advanced academic credential; and (2) contribute to a discipline-specific course of study offered by the UCEDD or by another academic department.</p>
Type of Trainee	Intermediate-term and long-term
Intermediate-term Trainee	Trainees with 40 or more but less than 300 contact hours with the training program.
Long Term Trainees	Trainees with 300 or more contact hours with the training program.
UCEDD Trainee	Intermediate- and long-term trainees that are participating in a UCEDD interdisciplinary or discipline specific training program.
UCEDD discipline specific training	Instructional program offered by the UCEDD that: (1) focuses on a particular professional discipline or distinct field of study; (2) integrates direct contributions to the field made by people with disabilities and family members; (3) examines and advances professional practice, scholarship and policy that impacts the lives of people with

	developmental and other disabilities and their families; (4) is designed to advance an individual's academic or professional credentials; and (5) takes place in an academic setting or program.
Pre-service preparation training(s) conducted outside the UCEDD	UCEDD faculty teaching guest lecture(s) and course(s) of study in academic programs outside of the UCEDD training programs with the purpose of providing disability-related content
Professionals participating in UCEDD continuing education programs	A practitioner engaged in a particular profession enrolled in a UCEDD continuing education program.
UCEDD Continuing Education	Seminar(s) or courses of instruction offered by a UCEDD that: (1) serve to maintain professional credentials; (2) encourage professionals to expand their knowledge base and stay up-to-date on new developments; and (3) offer certificates of completion or CEUs (or their equivalents).
Community Services-Training	Training provided by UCEDD faculty/staff to enhance knowledge of a variety of community members (individuals with developmental and other disabilities, their families, professionals, paraprofessionals, policy-makers, students or others in the community).
Regular, on-going training	Trainings that are 1) conducted with a cohort of participants over a series of sessions and/or 2) one-time trainings that reoccur with regular frequency
Community Services- Technical Assistance	Direct problem-solving services provided by UCEDD faculty/staff to assist programs, agencies, or other entities in improving their outcomes, services, management, and/or policies. This includes TA provided to self-advocacy organizations, family support groups, and other organizations. Examples of improvements include but are not limited to: <ul style="list-style-type: none"> • Enhanced resources • Enhanced services • Strengthened networking of public and private entities across communities □ Increased awareness of evidence-based practices • Enhanced capacity to assess current practices in relation to evidence-based approaches • Identification of policy changes needed within the area of emphasis
Community Services- Model Services (<i>formerly Direct Services</i>)	Specialized services delivered with the intention to enhance the well-being and status of the recipient and not for testing new practices and may be integrated with training, research, and/or dissemination

	functions. This includes direct problem-solving services to assist individuals with developmental and other disabilities and their families.
Community Services- Demonstration Services (<i>formerly Model Demonstration Services</i>)	Services that field test promising or exemplary practices and may be integrated with training, research, and/or dissemination functions.
Research	Implementation of basic and applied research, program evaluation, and analysis of public policy on issues impacting individuals with developmental disabilities
Field Test	A test to examine a promising or exemplary service technique or method using the conditions under which it is designed to operate (can be thought of as applied research)
Evaluation	Assess the merits of a product, program, or practice. The application of results is at a given site or sites and this is the primary focus of the evaluation. Evaluation results aid in decision making in a specific situation.
Basic Research	Purpose is to extend knowledge by adding to the existing body of knowledge in the discipline. Such research has a more general orientation.
Applied Research	Purpose it to solve an immediate, practical problem. Such research is oriented to a particular problem.
Analysis of public policy	A process that usually begins with problem definition, yields alternatives, and makes recommendations.
Information Dissemination	Distribution of knowledge-based information through UCEDD developed products and activities
Participant Types	
Trainees	Long, intermediate, and short-term trainees.
Classroom Students	Students who are not trainees. Examples include high school students, college students, and other students who participate in Center activities but are not counted as trainees.
Professionals & paraprofessionals	
Family members/caregivers	
Adults with Disabilities	
Children/Adolescents with Disabilities/SHCN	
Legislators	
General Public/Community members	

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