UCEDD Tier 3 Review Site Visit Tool

**Site Visit Guidance**

**Purpose of site visit** is to review how UCEDDs are carrying out 5-year plans as submitted in core grant application. The site visit may be conducted virtually, rather than in person, consisting of a document review and conference call(s). The QRS Tier 3 on-site review remains as an option for AIDD to implement with UCEDDs with problem areas needing attention.

**Timing of site visit** is optimally in Year 3 of the UCEDD 5-year grant cycle, as this allows review of prior 5-year close-out report and current activities. This also allows for a site visit report to be developed, reviewed, and addressed prior to preparation for the next 5-year application.

**Length of site visit** is 2 days maximum with 3 months’ notice to coordinate travel and schedules for site visit team and on-site participants.

**Selecting UCEDDs to receive site visit**: Anticipating difficulty in conducting site visits to all UCEDDs because of capacity limitations, the priority for selecting UCEDDs to visit should address geographical region (i.e., visit one UCEDD per region until every region has had one UCEDD visited).

**Preparation activities** include AIDD selecting the site visit team, and the UCEDD submitting documents for the site visit team to review, scheduling site visit activities, and identifying topics to address/champion with key administrators in university or medical center.

**Documents to review in advance of visit**: UCEDD mission, vision, and values statements; MOU/charter with university/health science center; core function plans; an array of products and materials developed for dissemination; links to website; most recent core grant application with budget; most recent PPR; language access plan and other materials addressing efforts on diversity, inclusion, and cultural and linguistic competence.

**Site visit activities** include an interview with CAC, staff, faculty, trainees, and individuals/families served; discussion with UCEDD leadership to identify how core functions are implemented in programs; discussion with key university or medical center administrators to discuss UCEDD’s role within the institution and to identify current and future support for UCEDD; review of UCEDD space for accessibility; interview with administrative/operational support staff; and interview DD network and other collaborative partners.

**Site visit team includes** the AIDD project officer, peer UCEDD Director, person with disability or family member who has served as CAC chair. A member of the URC may also be included. AIDD should maintain a list of appropriate individuals to contact when scheduling reviews. AIDD should cover travel funds for site visit team members and other participants who travel from within the state to participate.

**Use of this tool and communicating results:** This tool includestwo major sections: compliance analysis, and outcomes analysis. Each section includes areas addressing organizational and core function activities, with review prompts aligning with the [DD Act](https://www.aucd.org/docs/urc/dd_act_011907.pdf), related [federal regulations pertaining to UCEDDs](http://www.aucd.org/docs/urc/Part%201388.pdf), and [AIDD’s logic model for the UCEDD network](https://www.aucd.org/docs/urc/TA%20Institute%202012/UCEDD_Logic_Model_2012.pdf). All reviewers will use their individual versions of this tool to document findings and comments during document review and site visit discussions, then together develop a consensus summary to deliver to the reviewed UCEDD within one month after the site visit. The consensus summary should include key strengths, recommendations and suggestions. The UCEDD should use the core grant application, continuation application, and PPR processes to address the feedback.

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| **COMPLIANCE ANALYSIS**  |  |
| **ORGANIZATION** |
| 1. **CENTER REQUIREMENTS:**

SEC.153.(1) (2) The Centers shall provide leadership and advise Federal, State, and community policymakers about and promote opportunities for individuals with developmental disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life. The Centers shall be interdisciplinary education, research, and public service units of universities or public or not-for-profit entities associated with universities that engage in core functions addressing, directly or indirectly, 1 or more of the areas of emphasis.**Sec.1388.3 Program criteria-mission** (a) introduction to mission: The UAP is guided by values of independence, productivity, integration and inclusion of IWDD and their families. The purpose and scope of the activities must be consistent with the Act as amended and include the provision of training, service, research and evaluation, technical assistance and dissemination of information in a culturally competent manner, including the meaningful participation of individuals from diverse racial and ethnic backgrounds. (The concept of “diverse network” as defined in Sec. 1388.1 of this part applies to paragraphs (b), (f), (g), and (h) of this section. Sec. 1388.4 (b) The UAP must have a written agreement or charter with the university that specifies the UAP designation as an official university component, the relationships between the UAP & other university components, the university commitment to the UAP commitment to the university. |
| **No.** | **REVIEW PROMPT** | **ANSWERS**  | **REVIEWER COMMENTS** |
| **1.a**  | Does the organizational structure of the UCEDD provide evidence that the center is an interdisciplinary education, research, and public service unit of university or public or not-for-profit entities associated with universities that engage in core functions to address directly or indirectly, one or more of the areas of emphasis?  |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.b** | Does the UCEDDhave written mission, vision, values, and/or goals statements that reflects its values and promotes the goals of the university or indicates a relationship to training, the development of new knowledge and service?  |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.c** | Does the UCEDD’s mission, vision, values, and/or goals reflect a commitment to culturally competent attitudes and practices?  |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.d** | Does the UCEDD’s mission, vision, values, and/or goals reflect its unique role as a bridge between university programs, individuals with intellectual and developmental (IDD) and their families, service agencies and the larger community?  |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.e** | Does the UCEDD have a written agreement such as MOU or charter with the university that specifies the UCEDD designation as an official university component, the relationships between the UCEDD, & the other university components, the university’s commitment to the UCEDD and the UCEDD’s commitment to the university? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.f** | To what degree do the UCEDD’s programs reflect a life span approach? | Exemplary  ☐ | Adequate☐ | Insufficient/Need More Information☐ |  |
| **1.g** | To what degree do the UCEDD’s programs incorporate an Interdisciplinary approach?  | Exemplary ☐ | Adequate☐ | Insufficient/Need More Information☐ |  |
| **1.h** | To what degree do the UCEDD’s programs include the active participation of individuals with IDD and their families? | Exemplary  ☐ | Adequate☐ | Insufficient/Need More Information☐ |  |
| **1.i**  | To what degree do the UCEDD programs address the needs of individual with IDD, including individuals who are culturally diverse, historically underrepresented, unserved or underserved; in institutions or on waiting lists for services? | Exemplary ☐  | Adequate☐ | Insufficient/Need More Information☐  |  |
| **1.j** | To what degree do the UCEDD’s goals, objectives, & activities reflect interagency collaborations and strategies to effect systemic change in the State/Territory and local communities and service systems? | Exemplary☐ | Adequate☐ | Insufficient/Need More Information☐  |  |
| **1.k** | To what degree does the UCEDD actively participate in community networks and include a range of collaborating partners?  | Exemplary  ☐ | Adequate☐ | Insufficient/Need More Information☐ |  |
| **1.l** | Within the university, does the UCEDD maintain the autonomy and organizational structure required to carry out the mission and provide for the mandated activities?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.m** | Does the UCEDD report directly to a University administrator who will represent the interests of the UCEDD within the University?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.n** | Does the University demonstrate its support for the UCEDD through the commitment of financial and other resources?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.o** | Does the UCEDD senior professional staff hold faculty appointments in appropriate academic departments of the host or an affiliated university?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.p** | Does the UCEDD senior professional staff contribute to the university by participation on university committees, collaboration with other university departments, and other university community activities?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.q** | Does the CAC reflect the racial and ethnic diversity of the State in which the UCEDD is located? | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.r** | Is the input of the CAC reflected in UCEDD policies and programs?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.s** | Does the UCEDD engage in collaborative relationships with the sister agencies: State DD Council and the Protection and Advocacy agency? | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.t** | Is the UCEDD a member of the State DD Council and participate in Council meetings and activities?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.u** | Does the UCEDD maintain collaborative relationships and actively participate with the UCEDD network?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.v** | Does the UCEDD demonstrate the ability to leverage resources?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.w** | Does the UCEDD have adequate and accessible space to carry out the mandated activities?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.x** | Does the UCEDD integrate the mandated core functions into its activities and programs and have a written plan for each core function area?  | Yes ☐ | Yes ☐ | Need more information ☐ |  |
| **1.y** | Does the UCEDD have a long-range planning capability to enable its’ response to emergent and future developments in the field?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.z** | Does the UCEDD utilize innovative methods, including the active participation of individuals, families and other consumers of UCEDD programs and services to evaluate programs?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.aa** | Does the UCEDD refine and strengthen its programs based on evaluation findings?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **1.ab** | Does the UCEDD Director demonstrate commitment to the field of DD & leadership and vision in carrying out the mission of the UCEDD? | Yes ☐ | No ☐ | Need more information ☐ |  |
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| **INTERDISCIPLINARY TRAINING AND CONTINUING EDUCATION** |
| 1. **CORE FUNCTION: INTERDISCIPLINARY TRAINING AND CONTINUING EDUCATION**:

SEC. 153.(a)(2)(A).Provision of interdisciplinary pre-service preparation and continuing education of students and fellows, which may include the preparation and continuing education of leadership, direct service, clinical, or other personnel to strengthen and increase the capacity of States and communities to achieve the purpose of this title1388.5(c)The interdisciplinary training process, as defined by the UCEDD, must reflect a mix of students from diverse academic disciplines/ academic programs and cultures that reflect the diversity of the community. Faculty represent a variety of backgrounds and specialties, including individuals with disabilities and family members, and a variety of learning experiences, as well as reflecting the cultural diversity of the community. Trainees must receive academic credit as appropriate for participation in UCEDD training programs. |
| **No.** | **REVIEW PROMPT** |  **ANSWERS**  | **REVIEWER COMMENTS** |
| **2.a** | Are the UCEDD interdisciplinary training programs (ITP) based on identified personnel preparation needs?  |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **2.b** | Do the ITPs, defined by the UCEDD, reflect a mix of students from diverse academic disciplines/academic programs and cultures that reflect the diversity of the community?  |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **2.c** | Does the Faculty represent a variety of backgrounds and specialties, reflective of the cultural diversity of the community and including individuals with IDD and family members?  |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **2.d** | Do the Trainees receive academic credit as appropriate for participation in UCEDD training programs?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **2.e** | Are trainee activities integrated into all aspects of the UCEDD, including community training and technical assistance, direct services (if provided), and dissemination?  |

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| Yes ☐ | No ☐option |

 | No ☐ | Need more information ☐ |  |
| **2.f** | Are Trainees prepared to serve in a variety of roles, including advocacy and systems change?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **2.g** | Does the UCEDD encourage graduates to work in situations where they will promote the independence, productivity, integration and inclusion of individuals with IDD and their families?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **2.h** | Does the UCEDD participate in broader University academic programs that prepare personnel in a range of social and community roles that will contribute to the accommodation and inclusion of individuals with IDD?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **2.i** | Does the UCEDD core curriculum incorporate cultural diversity and demonstrate cultural competence?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **2.j** | Are Trainees prepared to address the needs of individuals with IDD and their families in a culturally competent manner?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **2.k** | Does the UCEDD core curriculum prepare trainees to be active participants in research and dissemination efforts?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **2.l** | Does the curriculum prepare trainees to be consumers of research as it informs practice and policy? | Yes ☐ | No ☐ | Need more information ☐ |  |
| **COMMUNITY SERVICES** |
| 1. **CORE FUNCTION: COMMUNITY SERVICES:**

SEC. 153.(a)(2)(B)(i-ii)Provision of community services that provide training or technical assistance for individuals with developmental disabilities, their families, professionals, paraprofessionals, policy-makers, students, and other members of the community; and that may provide services, supports, and assistance for the persons described in clause (i) through demonstration and model activities |
| **No.** | **REVIEW PROMPTS** | **ANSWERS** | **REVIEWER COMMENTS** |
| **3.a** | Do the UCEDD Training /TA activities use capacity building strategies to strengthen the capability of communities, systems and service providers? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.b** | Are UCEDD Training /TA activities planned collaboratively, including individuals with IDD & their families? | Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.c** | Do the UCEDD Training /TA activities target a wide range of audiences, including individuals with IDD, family members, service/ support personnel, and community members? | Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.d** | Are the UCEDD Training /TA activities planned and structured to facilitate the participation of their targeted audiences? | Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.e** | Do the UCEDD Training/TA activities address the unique needs of individuals with IDD and their families from diverse cultural, linguistic & ethnic backgrounds who reside within the geographic locale? | Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.f** | Does the training and TA provided by UCEDD faculty/staff enhance knowledge of a variety of community members (individuals with IDD and other disabilities, their families, professionals, paraprofessionals, policy-makers, students or others in the community)? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.g** | Does the UCEDD provide Direct services? If NO, skip (3h-3n).  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.h** | If YES, do services offer and promote the inclusion and integration of individuals with IDD and their families in all aspects of community life through the delivery of projects, activities, and in community service-based settings? | Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.i** | Does the UCEDD:* Integrate its direct service projects into community setting and involve community members, agencies and other organizations?
* Does it address a local or universal need/ issue?
 |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.j** | Does the UCEDD describe direct service activities that address and provide evidence of an emerging, critical problem that reflects current trends or anticipated developments in the field? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.k** | Does the UCEDD implement direct service activities that use innovative designs and methods? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.l** | Does the UCEDD implement direct service activities that are based on evaluation and that can be replicated?  |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.m** | Does the UCEDD implement innovative, cost effective concepts and practices that facilitate and demonstrate independence for individuals with IDD, community integration, productivity, and human rights?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **3.n** | Are the concepts and practices evaluated according to accepted practices of scientific evaluation? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **RESEARCH**  |
| 1. **CORE FUNCTION RESEARCH : SEC.153.(a)(2)(C)**

Conduct of research, which may include basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect, either positively or negatively, individuals with developmental disabilities and their families. |
| **No.** | **REVIEW PROMPT** | **ANSWER** | **REVIEWER COMMENTS** |
| **4.a** | Does the UCEDD conduct research, which may include basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect, either positively or negatively, individuals with IDD and their families? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **4.b** | Does the UCEDD describe how individuals with IDD, other disabilities and their families, including those from culturally and linguistically diverse groups, are actively participating in the UCEDD research process? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **INFORMATION DISSEMINATION**  |
| **5. CORE FUNCTION INFORMATION AND DISSEMINATION: SEC. 153. (a)(2)(D)** Dissemination of information related to activities undertaken to address the purpose of this title, especially dissemination of information that demonstrates that the network authorized under this subtitle is a national and international resource that includes specific substantive areas of expertise that may be accessed and applied in diverse settings and circumstances |
| **No.** | **REVIEW PROMPT**  | **ANSWER** | **REVIEWER COMMENTS** |
| **5.a** | Does the UCEDD serve as a resource for information for individuals with IDD and their family members, community members, State agencies, and other providers/ advocacy organizations? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **5.b** | Does the UCEDD develop variety of products to promote public awareness and visibility of the UCEDD, and facilitate replication of best practices?  |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **5.c** | Does the UCEDD target wide range of audiences for its dissemination of information including individuals with IDD, family members, service providers, policy makers, administrators, university faculty, researchers, and the general public? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **5.d** | Are the UCEDD dissemination activities responsive to community requests and utilize a variety of networks?  |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **5.e** | Does the UCEDD involve individuals with IDD and families in the development of products and resources that are disseminated?  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **5.f** | Do UCEDD products utilize person person-centered language and display positive images of individuals with IDD and their families in inclusive communities? | Yes ☐ | No ☐ | Need more information ☐ |  |
| **5.g** | Do UCEDD-disseminated products reflect the cultural and linguistic diversity of the community? | Yes ☐ | No ☐ | Need more information ☐ |  |

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| **OUTCOMES ANALYSIS**  |
| **ORGANIZATION** |
| **No.** | **REVIEW PROMPT** | **ANSWER** | **REVIEWER COMMENTS** |
| **6.a** | Are funding sources sufficient to sustain the UCEDD's operations, mission, goals, and activities in future years? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **6.b** | Does the UCEDD have outcomes from collaborations to address critical issues/ barriers?  |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **6.c** | Does the DD Network in the State/Territory have outcomes from collaboration to address critical issues and barriers? |  Yes ☐ | No ☐ | Need more information ☐ |  |
| **INTERDISCIPLINARY TRAINING AND CONTINUING EDUCATION** |
| **No.** | **REVIEW PROMPT** | **ANSWER** | **REVIEWER COMMENTS** |
| **7.a** | % of UCEDD long-term trainees reporting and increase in knowledge or skills and/or change in attitude | Enter %  |  |
| **7.b** | % of former UCEDD long- term trainees reporting they applied knowledge, attitude and skills, acquired during their training in their current positions.  | Enter **%**  |  |
| **7.c** | % of former UCEDD long- term trainees reporting they are working in areas of high need. (Rural/frontier communities, traditionally underserved groups)  | Enter **%**  |  |
| **7.d** | % of former UCEDD long- term trainees, who hold a terminal degree, reporting they are working in tenure and non-tenure track faculty positions.  | Enter **%**  |  |
| **7.e** | % of Individuals w DD receiving services from former UCEDD long- term trainees after 1 year, 5 years and 10 years.  | Enter **%**  |  |
| **7.f** | % of former UCEDD long- term trainees reporting they are working in leadership positions after 1, 5, and 10 years  | Enter **%**  |  |
| **7.g** | Are the interdisciplinary training outcomes consistent with the mission of the UCEDD? | Yes ☐ | No ☐ | Need more information ☐ |  |
| **CONTINUING EDUCATION** |
| **No.** | **REVIEW PROMPT** | **ANSWER** |
| **8.a** | N/A |
| **COMMUNITY SERVICES** |
| **No.** | **REVIEW PROMPT** | **ANSWER** | **REVIEWER COMMENTS** |
| **9.a** | Community Services: Training - For recipients of regular, on-going trainings, % reporting an increase in knowledge gained in area of emphasis or in a training topic in area of emphasis.  | Enter **%**  |  |
| **9.b** | Community Services: Training – % of recipients of regular, on-going training who apply acquired knowledge, attitude, and skills | Enter **%**  |  |
| **9.c** | Community Services: TA - For TA recipients with a sustained relationship with the UCEDD, % reporting increase in any of these identified or requested items: 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, or identification of policy changes needed within the areas of emphasis.  | Ente**r %**  |  |
| **9.d** | Community Services: TA – For TA recipients with a sustained relationship with the UCEDD, % reporting an increased capacity in: utilization of expanded resources, development of community networks, adoption of evidence-based practices, development of disability policy at any level (local, state, regional, tribal, territorial, national) | Ente**r %**  |  |
| **9.e** | ***\*\*If YES to 3g above:***Community Services-Model Services: Number of individuals who received specialized services from the UCEDD to enhance the well-being and status of the recipient | Enter#  |  |
| **9.f** | ***\*\*If YES to 3g above:***Community Services-Model Services: For at least one model service, the reported increase in the capacity of individuals with developmental and other disabilities and family members to (fill in blank based on area of emphasis/service) | Enter response Click here to enter text. |  |
| **9.g** | ***\*\*If YES to 3g above:***Community Services: Demonstration Services–UCEDD and/or partnering agency adopts findings from field test to make at least one modification to the UCEDD services being field tested.  | Yes ☐ | No ☐ | Need more information ☐ |  |
| **9.h** | ***\*\*If YES to 3g above:***Community Services: Demonstration Services– Optional measures if one of these outcomes is the intent of the field testing: Changes in systems, practice, policy occur at any level (e.g. national, state, local, regional tribal, territorial, national); Individuals with developmental or other disabilities prevent or ameliorate secondary conditions; Increased use of preventive services and maintenance of health status by Individuals with developmental or other disabilities; more individuals with developmental or other disabilities receive chosen supports and services within the areas of emphasis.  | Enter response Click here to enter text. |  |
| **RESEARCH**  |
| **No.** | **REVIEW PROMPT** | **ANSWER** | **REVIEWER COMMENTS** |
| **10.a** | UCEDD adopts research findings by modifying activities in the other core functions | Yes ☐ | No ☐ | Need more information ☐ |  |
| **10.b** | Number of citations in the literature to indicate the UCEDD has generated research findings that are used to inform new research, policy, and/or practice.  | Enter # Click here to enter text. |  |
| **10.c** | Using case specific examples, instances of UCEDD generated research findings – Leading to changes in systems, practice and policy at any level (e.g. national, state, regional, tribal and territorial); Translated into practice and or policy; - Leading to adoption of evidence-based practices.  | Enter response Click here to enter text. |  |
| **INFORMATION DISSEMINATION**  |
| **ITEM** | **REVIEW PROMPT** | **ANSWER** | **REVIEWER COMMENTS** |
| **11.a** | Is product dissemination integrated into other core functions (e.g. model services, training, technical assistance, demonstration services etc.) thereby contributing to other core function areas? |  Yes ☐ | No ☐ | Need more information ☐ |  |