

## ADD - University Centers for Excellence in Developmental Disabilities

### FINAL LOGIC MODEL JULY 2011 – Revised May 2012

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	ACTIVITIES	OUTPUT MEASURES	INITIAL OUTCOMES MEASURES	INTERMEDIATE OUTCOMES MEASURES
Resources used to support activities	Processes; what the program does	Products of activities; services delivered as measured by count or other data.  <i>Reported annually</i>	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>	Desired changes or improvements in targeted behaviors and/or system performance.  <i>Reported every 5 years*</i>
<b>UCEDD</b>				
<ul style="list-style-type: none"> <li>• Core grant funding from ADD</li> <li>• Funding/ resources from University</li> </ul>	<p><b>Leveraging</b> Efforts to leverage funds for carrying out the core functions (proposal writing and submission, partnership development)</p>	<ul style="list-style-type: none"> <li>• Number of grants and contracts and other funds leveraged</li> <li>• Total amount of funds leveraged</li> <li>• Source of funding (e.g., federal, state, local, other)</li> </ul>		

\* GPRA outcome measure is reporting annually

INPUTS	ACTIVITIES	OUTPUT MEASURES <i>Reported annually</i>	INITIAL OUTCOMES MEASURES <i>Reported annually</i>	INTERMEDIATE OUTCOMES MEASURES <i>Reported every 5 years*</i>
<ul style="list-style-type: none"> <li>• Consumer advisory committee input and perspective</li> <li>• Core grant funding from ADD</li> <li>• Leveraged funds</li> <li>• Collaborative partners</li> <li>• Plans and goals</li> <li>• Reporting and data systems</li> <li>• Websites</li> <li>• Equipment and supplies</li> <li>• Faculty and staff</li> <li>• University resources</li> </ul>	<p><b>Interdisciplinary Pre-service Preparation</b> 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. 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>	<ul style="list-style-type: none"> <li>• Number and type (discipline, intermediate, long-term) of UCEDD trainees trained in the DD field</li> <li>• Total number of UCEDD trainees</li> <li>• Number of UCEDD interdisciplinary training programs</li> <li>• Number of UCEDD discipline specific training programs</li> <li>• Diversity of UCEDD trainees (e.g., gender, person w/disability, family member, race/culture/language spoken)</li> <li>• Regarding pre-service preparation trainings conducted outside the UCEDD: <ul style="list-style-type: none"> <li>• Number of training events</li> <li>• Number of hours for each training event</li> <li>• Number of students trained</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Percent of UCEDD long-term trainees reporting an increase in knowledge or skills and/or change in attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of UCEDD long term trainees who report they applied knowledge, attitude and skills</li> <li>• Percent of former UCEDD long-term trainees working in areas of high need (e.g., rural/frontier communities, traditionally under-served groups)</li> <li>• Percent of former UCEDD long-term trainees working in tenure and non-tenure track academic positions</li> <li>• Percent of individuals with DD receiving services from former UCEDD long-term trainees (measured at 1, 5, and 10 years) [GPRA MEASURE]</li> <li>• Percent of former UCEDD long-term trainees in leadership positions (measured at 1, 5, and 10 years) [GPRA MEASURE]</li> </ul>

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	<p><b>Continuing Education:</b> 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"> <li>• Number of professionals participating in UCEDD continuing education programs</li> <li>• Number of UCEDD continuing education programs</li> <li>• Length (amount of course time) of CE program</li> </ul>		
<ul style="list-style-type: none"> <li>• Consumer advisory committee input and perspective</li> <li>• Core grant funding from ADD</li> <li>• Leveraged funds</li> <li>• Collaborative partners</li> <li>• Plans and goals</li> <li>• Reporting and data systems</li> <li>• Websites</li> <li>• Equipment and supplies</li> <li>• Faculty and staff</li> <li>• University resources</li> </ul>	<p><b>Community Services-Training</b> 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).</p> <p><b>Community Services-Technical Assistance</b> Direct problem-solving services provided by UCEDD faculty/staff to assist individuals with developmental and other disabilities, families, programs, agencies, or other entities in improving their outcomes, services,</p>	<ul style="list-style-type: none"> <li>• Number of people trained by participant type (e.g., individuals with D/OD, family members, Service providers, professionals, paraprofessionals, Policy makers, Community members</li> <li>• Number of discrete training events and/or training series</li> <li>• Number of hours of technical assistance provided in the areas of emphasis</li> <li>• Number of hours of technical assistance per type of organization</li> </ul>	<p>For recipients of regular, on-going trainings, percent reporting an increase in knowledge gained:</p> <ul style="list-style-type: none"> <li>• in area of emphasis OR</li> <li>• in training topic in area of emphasis</li> </ul> <p>For TA recipients with a sustained relationship with the UCEDD, percent reporting an increase in any of the identified or requested item(s) below:</p> <ul style="list-style-type: none"> <li>• Enhanced resources</li> <li>• Enhanced services</li> <li>• Strengthened networking of public and private entities across</li> </ul>	<p>Percent of recipients of regular, on-going training who apply acquired knowledge, attitude, and skills</p> <p>For TA recipients with a sustained relationship with the UCEDD, percent reporting an increased capacity in:</p> <ul style="list-style-type: none"> <li>• utilization of expanded resources,</li> <li>• development of community networks,</li> <li>• adoption of evidence-based practices,</li> <li>• development of disability</li> </ul>

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	management, and/or policies.		communities <ul style="list-style-type: none"> <li>• Increased awareness of evidence-based practices</li> <li>• Enhanced capacity to assess current practices in relation to evidenced-based approaches</li> <li>• Identification of policy changes needed within the areas of emphasis</li> </ul>	policy at any level (e.g., local, state, regional, tribal, territorial, national)
<ul style="list-style-type: none"> <li>• Consumer advisory committee input and perspective</li> <li>• Core grant funding from ADD</li> <li>• Leveraged funds</li> <li>• Collaborative partners</li> <li>• Plans and goals</li> <li>• Reporting and data systems</li> <li>• Websites</li> <li>• Equipment and supplies</li> <li>• Faculty and staff</li> <li>• University resources</li> </ul>	<p><b>Community Services-Model Services (formerly Direct Services)</b> 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"> <li>• Number of specialized services offered by the UCEDD to enhance the well-being and status of the recipient</li> </ul>	Number of individuals who received specialized services from the UCEDD to enhance the well-being and status of the recipient	For at least one model service, the reported increase in the capacity of individuals with D/OD and family members to (fill in blank based on area of emphasis/service)
	<p><b>Community Services-Demonstration Services (formerly Model Demonstration Services)</b> Services that field test promising or exemplary practices and may be integrated with training, research, and/or dissemination functions.</p>	<ul style="list-style-type: none"> <li>• Number of services offered solely by the UCEDD that are being field tested as promising or exemplary/best practices</li> <li>• Number of services offered in partnership with others that are being field tested as promising or exemplary/best practices</li> </ul>	UCEDD and/or partnering agency adopts findings from field test to make at least one modification to the UCEDD services being field tested (Y/N)	Optional measures if outcome is the intent of the field testing: <ul style="list-style-type: none"> <li>• Changes in systems, practice, policy occur at any level (e.g., local, state, regional, tribal, territorial, national)</li> <li>• Individuals with D/OD prevent or ameliorate secondary conditions</li> <li>• Increased use of preventative services and maintenance of health status by individuals with D/OD</li> <li>• More individuals with D/OD receive chosen supports and services within the areas of</li> </ul>

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				emphasis
<ul style="list-style-type: none"> <li>• Consumer advisory committee input and perspective</li> <li>• Core grant funding from ADD</li> <li>• Leveraged funds</li> <li>• Collaborative partners</li> <li>• Plans and goals</li> <li>• Reporting and data systems</li> <li>• Websites</li> <li>• Equipment and supplies</li> <li>• Faculty and staff</li> <li>• University resources</li> </ul>	<p><b>Research</b> Implementation of basic and applied research, program evaluation, and analysis of public policy on issues impacting individuals with developmental disabilities</p> <p><b>Information Dissemination</b> Distribution of knowledge-based information through UCEDD developed products and activities</p>	<p>Number of active research activities</p> <ul style="list-style-type: none"> <li>• Number of products developed</li> <li>• Number of products disseminated</li> <li>• Number of conferences and conference presentations</li> </ul>	<p>UCEDD adopts research findings by modifying activities in the other core functions (Y/N)</p> <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> <p><i>Outcomes for products disseminated generally will not be measured for initial outcomes. It is not feasible.</i></p>	<p>Number of citations in literature to indicate that research findings are confirmed and used to inform new research</p> <p>Using <b><i>specific case examples</i></b>, instances of UCEDD-generated research findings:</p> <ul style="list-style-type: none"> <li>• Leading to changes in systems, practice, policy at any level (e.g., local, state, regional, tribal, territorial, national)</li> <li>• Translated into practice and/or policy</li> <li>• Leading to adoption of evidence-based practices</li> </ul> <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 intermediate outcome.</i></p> <p><i>Outcomes for products disseminated generally will not be measured for intermediate outcomes. It is not feasible.</i></p>
<b>ADD</b>				
<ul style="list-style-type: none"> <li>• FY Appropriations</li> <li>• Websites</li> <li>• Reporting and</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor grantee performance</li> <li>• Report on grantee performance</li> </ul>	<ul style="list-style-type: none"> <li>• Number of UCEDDs that demonstrate compliance with the DD Act</li> <li>• Number of UCEDDs that</li> </ul>		

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data systems <ul style="list-style-type: none"> <li>• Staff</li> <li>• T/TA contractor</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training and technical assistance to grantees</li> </ul>	submit a highly rated 5-year application		