

Attachment A
DD Act of 2000 Requirements

PUBLIC LAW 106-402-OCT. 30, 2000

114 STAT. 1689

42 USC 15004 SEC. 104. RESPONSIBILITIES OF THE SECRETARY.

(a) PROGRAM ACCOUNTABILITY.-

(1) IN GENERAL. -In order to monitor entities that received funds under this Act to carry out activities under subtitles B, C, and D and determine the extent to which the entities have been responsive to the purpose of this title and have taken actions consistent with the policy described in section 101(c), the Secretary shall develop and implement an accountability process as described in this subsection, with respect to activities conducted after October 1, 2001.

(2) AREAS OF EMPHASIS. -The Secretary shall develop a process for identifying and reporting (pursuant to section 105) on progress achieved through advocacy, capacity building, and systemic change activities, undertaken by the entities described in paragraph (1), that resulted in individuals with developmental disabilities and their families participating in the design of and having access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. Specifically, the Secretary shall develop a process for identifying and reporting on progress achieved, through advocacy, capacity building, and systemic change activities, by the entities in the areas of emphasis.

(3) INDICATORS OF PROGRESS.-

(A) IN GENERAL. -In identifying progress made by the entities described in paragraph (1) in the areas of emphasis, the Secretary, in consultation with the Commissioner of the Administration on Developmental Disabilities and the entities, shall develop indicators for each area of emphasis.

(B) PROPOSED INDICATORS. -Not later than 180 days after the date of enactment of this Act, the Secretary shall develop and publish in the Federal Register for public comment proposed indicators of progress for monitoring how entities described in paragraph (1) have addressed the areas of emphasis described in paragraph (2) in a manner that is responsive to the purpose of this title and consistent with the policy described in section 101(c).

(C) FINAL INDICATORS. - Not later than October 1, 2001, the Secretary shall revise the proposed indicators of progress to the extent necessary based on public comment, and publish final indicators of progress in the Federal Register.

(D) SPECIFIC MEASURES. -At a minimum, the indicators of progress shall be used to describe and measure-

(i) the satisfaction of individuals with developmental disabilities with the advocacy, capacity building, and systemic change activities provided under subtitles B, C, and D;

(ii) the extent to which the advocacy, capacity building, and systemic change activities provided through subtitles B, C, and D result in improvements in-

(I) the ability of individuals with developmental disabilities to make choices and exert control over the type, intensity, and timing of services, supports, and assistance that the individuals have used;

(II) the ability of individuals with developmental disabilities to participate in the full range of community life with persons of the individuals' choice; and

(III) the ability of individuals with developmental disabilities to access services, supports, and assistance in a manner that ensures that such an individual is free from abuse, neglect, sexual and financial exploitation, violation of legal and human rights, and the inappropriate use of restraints and seclusion; and

(iii) the extent to which the entities described in paragraph (1) collaborate with each other to achieve the purpose of this title and the policy described in section 101(c).

(4) TIME LINE FOR COMPLIANCE WITH INDICATORS OF PROGRESS. -The Secretary shall require entities described in paragraph (1) to meet the indicators of progress described in paragraph (3). For fiscal year 2002 and each year thereafter, the Secretary shall apply the indicators in monitoring entities described in paragraph (1), with respect to activities conducted after October 1, 2001.

PUBLIC LAW 106-402-OCT. 30, 2000

114 STAT. 1725

42 USC 15064 SEC. 154. APPLICATIONS.

(e) ANNUAL REPORT. -Each Center shall annually prepare and transmit to the Secretary a report containing-

(1) information on progress made in achieving the projected goals of the Center for the previous year, including-

(A) the extent to which the goals were achieved;

(B) a description of the strategies that contributed to achieving the goals;

(C) to the extent to which the goals were not achieved, a description of factors that impeded the achievement; and

(D) an accounting of the manner in which funds paid to the Center under this subtitle for a fiscal year were expended;

(2) information on proposed revisions to the goals; and

(3) a description of successful efforts to leverage funds, other than funds made available under this subtitle, to pursue goals consistent with this subtitle.

Attachment B
Annual Report Template

THE PAPERWORK REDUCTION ACT OF 1995

Public reporting burden for this collection of information is estimated to average 200 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Section 1: Goal

Directions for completing Section 1: Grantees will state the program goal as they appear in the application for funding. Section 1 will be completed for each goal. Grantees will also use this section to indicate for each goal area(s) of emphasis, core function, and type of activity the goal addresses.

Goal #: *(Write out goal)*

Area of Emphasis: *(Check below the area(s) of emphasis addressed by the goal)*

- Quality Assurance
- Education and Early Intervention
- Child Care
- Health
- Employment
- Housing
- Transportation
- Recreation
- Other - Explain

Core Function: *(Check the core function as it applies to the goal).*

- Pre-service Preparation and Continuing Education
- Community Services – Training, Technical Assistance, Direct Services, and Demonstration Projects
- Research
- Information Dissemination

Type of Activity: *(Check the type(s) of activity/activities used to address the goal).*

Advocacy

Capacity Building

Systemic Change

Section 2: Results and Outcomes

Directions for completing Section 2: Grantees will use Section 2 to provide a narrative update on progress achieved in meeting the goal stated in Section 1. Section 2 will be completed for each goal. The grantees will also use Section 2 to describe the strategies that either attributed to or prohibited goal achievement. This may include reference to any of the objectives listed in the original application for funding or specific activities identified in the application for funding.

Extent to Which Goal was Achieved: *(Check below to indicate the extent to which the goal was achieved).*

Achieved

In Progress

Not Achieved

Explanation *(provide a narrative describing the strategies used to meet the goal and any factors inhibiting the attainment of the goal)*

Section 3: Funds Leveraged

Directions for completing Section 3: Grantees will use Section 3 to describe the funds leveraged overall to carry out the goals outlined in the application for core funding. The figures provided will describe the UCEDD’s leveraging of funds overall and not by goal.

Total Amount of Funding Leveraged: _____

Source(s) of Funding: _____

Section 4: Results from the Measurement of the Indicators of Progress

Directions for completing Section 4: Grantees will use quantitative data to report on the outcomes and results of the activities in which they engaged (e.g., advocacy, capacity building, systemic change) related to the indicators of progress (e.g., measures of improvement, consumer satisfaction, and collaboration) during the year. Grantees will report measures of improvement and measures of consumer satisfaction by core function.

Measures of Improvement: One indicator of progress to be reported on is through measures of improvement. Grantees must provide evidence of progress achieved as a result of advocacy, capacity building, and systemic change activities in terms of improvement measures. Grantees will report measures of improvement for each core function. Under each core function, the grantees will report measures of improvement by each area of emphasis identified in their application for funding. Grantees will report measures of improvement regardless of funding source.

Measures of Consumer Satisfaction: Another indicator of progress to be reported on is through measures of consumer satisfaction. Grantees must provide evidence of progress achieved as a result of advocacy, capacity building, and systemic change activities in terms of consumer satisfaction measures. Below are guidelines for gathering consumer satisfaction data:

- The grantee will choose *one area of emphasis* to collect and report consumer satisfaction data on projects and/or activities that directly apply to each UCEDD core function (e.g., interdisciplinary pre-service preparation and continuing education; community services – training, technical assistance, direct services, and demonstration projects; research; and information dissemination). For example, a UCEDD may choose to report consumer satisfaction data on the area of emphasis of housing. When reporting consumer satisfaction for housing-related activities, the UCEDD will provide data on interdisciplinary pre-service preparation and continuing education; community services – training, technical assistance, direct services, and demonstration projects; research; and information dissemination.
- The consumer satisfaction data will be collected and reported on projects and/or activities regardless of their primary funding source
- When reporting consumer satisfaction data for the core function of interdisciplinary pre-service preparation and continuing education, data will be collected from at least 90% of the trainees. If reporting on less than 90% of the trainees, the grantee shall provide a reason for reporting fewer than the required amount.
- When reporting consumer satisfaction data for the core function of community services (training, technical assistance, direct services, and demonstration projects), UCEDDs will implement data collection methods feasible and appropriate to the activity that ensures a representative sample of participants. UCEDDs should make every effort to employ random, non-purposive sampling techniques. In cases where the UCEDD must use purposive techniques, an explanation should be provided.
- When using mail-in survey techniques in the collection of consumer satisfaction data, UCEDDs are expected to obtain a response rate of at least 50%. If reporting less than 50%, the grantee shall provide a reason for reporting fewer than the required amount.

- The UCEDDs will use a standard question for assessing consumer satisfaction (see definitions and measures document for the standard questions to be used for the collection of consumer satisfaction data). To ensure accessibility, including cognitive accessibility, of the standard consumer satisfaction question, UCEDDs should make accommodations or modifications, as appropriate, to the item. An *accommodation* allows an individual to complete the question as others, but with some type of change in the administration of the item, such as timing, formatting, setting, scheduling, response and/or presentation. This accommodation does not alter in any significant way what the question measures. A *modification* is an adjustment to the question that changes the standard or what the question intends to measure. Examples of possible modifications include an individual completing an alternate question that is more easily achievable than the standard question.
- When ever collecting consumer satisfaction data, UCEDDs must ensure the protection of the informant's confidentiality to the extent permitted by law. Information gathering techniques for the collection of consumer satisfaction data are to be conducted without inclusion of names or other identifying information of the respondents. Respondents are to be assured that the information they provide is confidential and will be used for the stated purpose for which they were collected. In addition, respondents are to be assured that their participation evaluating satisfaction is voluntary. In keeping with ADD practices with respect to cultural competence and the ADA, alternative formats must be made available. In conducting the evaluative activities, the UCEDDs will ensure the respondents' confidentiality in a variety of formats, including oral and written statements. If UCEDDs use written survey techniques, a standard written statement about confidentiality must be included. All statements about confidentiality will explain that responses are voluntary, confidential information will not be shared with others, and that answers will be used for the purpose for which they were collected. In keeping with agency practices with respect to cultural competence issues, literacy, and visual or auditory ability, alternative formats will be made available.
- When recording information collected through the various evaluative activities, the UCEDDs must maintain a coding system that protects the identity, if known, of the respondent. Measures should be taken to ensure the confidentiality of files, including the use of locked file cabinets and passwords on computers where data is kept.
- None of the data that is entered into NIRS will be confidential. No personally identifiable information should appear in NIRS.

Measures of Collaboration: The last indicator of progress to be reported on is through measures of collaboration. Grantees will report on the collaborative efforts across the three DD Network programs authorized by the DD Act of 2000. In addition, they will report on collaborations with other non-DD Act funded programs.

The sections that follow provide additional information about the measures of the indicators of progress. First is a series of charts that outlines the specific measures of improvement and measures of consumer satisfaction that grantees will use for reporting purposes. This is followed by a list of questions that will be used to report on measures of collaboration.

Measures of Improvement and Consumer Satisfaction:

Area of Emphasis: Quality Assurance

	CORE FUNCTION				
	Interdisciplinary Pre-Service Preparation and Continuing Education	Community Services: Training and TA	Community Services: Direct Services & Demonstration Projects	Research	Information Dissemination
Type of Activity	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change
Improvement Measure	Number of trainees who gained the knowledge and skills to promote quality assurance activities for IWDD ¹ .	Number of individuals in the community who gained knowledge and skills related to promoting quality assurance activities for IWDD.	Number of individuals in the community who received services and/or supports related to promoting quality assurance activities for IWDD.	Number of research and evaluation activities conducted that investigated strategies to promote quality assurance activities for IWDD.	Number of products developed and disseminated on quality assurance activities for IWDD.
Consumer Satisfaction Measure	Percentage of trainees who reported satisfaction with the knowledge and skills gained to promote quality assurance activities for IWDD.	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained related to promoting quality assurance activities for IWDD.	Percentage of individuals in the community who reported satisfaction with the services and/or supports received related to promoting quality assurance activities for IWDD.		Percentage of recipients of products disseminated on quality assurance activities for IWDD who reported satisfaction with the quality of the item.

¹ IWDD = Individuals with developmental disabilities

Area of Emphasis: Education and Early Intervention

	CORE FUNCTION				
	Interdisciplinary Pre-Service Preparation and Continuing Education	Community Services: Training and TA	Community Services: Direct Services & Demonstration Projects	Research	Information Dissemination
Type of Activity	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change
Improvement Measure	Number of trainees who gained the knowledge and skills to serve as a resource for achieving the developmental and educational goals of IWDD from birth to 22 years of age.	Number of individuals in the community who gained knowledge and skills related to achieving the developmental and educational goals of IWDD from birth to 22 years of age.	Number of individuals in the community who received services and/or supports related to achieving the developmental and educational goals of IWDD from birth to 22 years of age.	Number of research and evaluation activities conducted that investigated strategies to foster the achievement of the developmental and educational goals of IWDD from birth to 22 years of age.	Number of products developed and disseminated related to achieving developmental and educational goals of IWDD from birth to 22 years of age.
Consumer Satisfaction Measure	Percentage of trainees who reported satisfaction with the knowledge and skills gained to serve as a resource for achieving the developmental and educational goals of IWDD from birth to 22 years of age.	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained to support the achievement of the developmental and educational goals of IWDD from birth to 22 years of age.	Percentage of individuals in the community who reported satisfaction with the services and/or supports received related to achieving the developmental and educational goals of IWDD from birth to 22 years of age.		Percentage of recipients of products disseminated related to achieving developmental and educational goals of IWDD from birth to 22 years of age who reported satisfaction with the quality of the item.

Area of Emphasis: Child Care

	CORE FUNCTION				
	Interdisciplinary Pre-Service Preparation and Continuing Education	Community Services: Training and TA	Community Services: Direct Services & Demonstration Projects	Research	Information Dissemination
Type of Activity	___ Advocacy ___ Capacity Building ___ Systemic Change	___ Advocacy ___ Capacity Building ___ Systemic Change	___ Advocacy ___ Capacity Building ___ Systemic Change	___ Advocacy ___ Capacity Building ___ Systemic Change	___ Advocacy ___ Capacity Building ___ Systemic Change
Improvement Measure	Number of trainees who gained the knowledge and skills to provide accessible and appropriate child care and to serve as a resource for family members/caregivers of CWDD ² to gain access to and use appropriate child care.	Number of individuals in the community who gained knowledge and skills related to appropriate child care for CWDD and serving as a resource for family members/caregivers of CWDD to access and use appropriate child care.	Number of individuals in the community who received services and/or supports related to appropriate child care for CWDD and serving as a resource for family members/caregivers of CWDD to access and use appropriate child care.	Number of research and evaluation activities conducted that investigated strategies to foster the provision of, accessibility to, and use of appropriate child care for CCWD.	Number of products developed and disseminated on accessing, using, and providing appropriate child care.
Consumer Satisfaction Measure	Percentage of trainees who reported satisfaction with the knowledge and skills gained to provide accessible and appropriate child care and to serve as a resource for family members/caregivers of CWDD to gain access to and use appropriate child care.	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained related to appropriate child care for CWDD and serving as a resource for family members/caregivers of CWDD to access and use appropriate child care.	Percentage of individuals in the community who reported satisfaction with the services and/or supports received related to appropriate child care for CWDD and serving as a resource for family members/caregivers of CWDD to access and use appropriate child care.		Percentage of recipients of products disseminated on accessing, using, and providing appropriate child care who reported satisfaction with the quality of the item.

² CWDD = Children with developmental disabilities

Area of Emphasis: Health

	CORE FUNCTION				
	Interdisciplinary Pre-Service Preparation and Continuing Education	Community Services: Training and TA	Community Services: Direct Services & Demonstration Projects	Research	Information Dissemination
Type of Activity	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change
Improvement Measure	Number of trainees who gained knowledge and skills related to the health care needs of IWDD.	Number of individuals in the community who gained knowledge and skills related to the health care needs of IWDD.	Number of individuals in the community who received services and/or supports related to healthy outcomes for IWDD.	Number of research and evaluation activities conducted that investigated strategies to foster healthy outcomes for IWDD.	Number of products developed and disseminated on achieving healthy outcomes for IWDD.
Consumer Satisfaction Measure	Percentage of trainees who reported satisfaction with the knowledge and skills gained related to the health care needs of IWDD.	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained related to the health care needs of IWDD.	Percentage of individuals in the community who reported satisfaction with the services and/or supports received related to healthy outcomes for IWDD.		Percentage of recipients of products disseminated on achieving healthy outcomes for IWDD who reported satisfaction with the quality of the item.

Area of Emphasis: Employment

	CORE FUNCTION				
	Interdisciplinary Pre-Service Preparation and Continuing Education	Community Services: Training and TA	Community Services: Direct Services & Demonstration Projects	Research	Information Dissemination
Type of Activity	___ Advocacy ___ Capacity Building ___ Systemic Change	___ Advocacy ___ Capacity Building ___ Systemic Change	___ Advocacy ___ Capacity Building ___ Systemic Change	___ Advocacy ___ Capacity Building ___ Systemic Change	___ Advocacy ___ Capacity Building ___ Systemic Change
Improvement Measure	Number of trainees who gained the knowledge and skills to serve as a resource for IWDD in increasing their employment, job choice, and career opportunities.	Number of individuals in the community who gained knowledge and skills related to employment, job choice, and career opportunities for IWDD.	Number of individuals in the community who received services and/or supports related to employment, job choice, and career opportunities for IWDD.	Number of research and evaluation activities conducted that investigated strategies to foster employment opportunities and choices for IWDD.	Number of products developed and disseminated on IWDD obtaining and maintaining employment consistent with their interests, abilities, and needs.
Consumer Satisfaction Measure	Percentage of trainees who reported satisfaction with the knowledge and skills gained to serve as a resource for IWDD in increasing their employment, job choice, and career opportunities.	Percentage of individuals in the community who reported satisfaction with knowledge and skills gained related to employment, job choice, and career opportunities for IWDD.	Percentage of individuals in the community who reported satisfaction with the services and/or supports received related to employment, job choice, and career opportunities for IWDD.		Percentage of recipients of products disseminated on IWDD obtaining and maintaining employment consistent with their interests, abilities, and needs who reported satisfaction with the quality of the item.

Area of Emphasis: Housing

	CORE FUNCTION				
	Interdisciplinary Pre-Service Preparation and Continuing Education	Community Services: Training and TA	Community Services: Direct Services & Demonstration Projects	Research	Information Dissemination
Type of Activity	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change	___Advocacy ___Capacity Building ___Systemic Change
Improvement Measure	Number of trainees who gained the knowledge and skills to serve as a resource for IWDD to choose where and with whom they will live and to facilitate the level of services needed to support those choices.	Number of individuals in the community who gained knowledge and skills related to IWDD choosing where and with whom they might live and facilitate the type and level of services needed to support those choices.	Number of individuals in the community who received services and/or supports related to IWDD choosing where and with whom to live and the services needed to support those choices.	Number of research and evaluation activities conducted that investigated strategies to foster the choices of IWDD on where and with whom to live and the services needed to support those choices.	Number of products developed and disseminated on IWDD choosing where and with whom to live and facilitating the services needed to support those choices.
Consumer Satisfaction Measure	Percentage of trainees who reported satisfaction with the knowledge and skills gained to serve as a resource for to choose where and with whom they will live and to facilitate the level of services needed to support those choices.	Percentage of individuals in the community who reported satisfaction with knowledge and skills gained related to IWDD to choosing where and with whom they will live and to facilitate the level of services needed to support those choices.	Percentage of individuals in the community who reported satisfaction with the services and/or supports received related to IWDD choosing where and with whom they will live and to facilitate the level of services needed to support those choices.		Percentage of recipients of products disseminated on IWDD choosing where and with whom to live and facilitating the services needed to support those choices who reported satisfaction with the quality of the item.

Area of Emphasis: Transportation

	CORE FUNCTION				
	Interdisciplinary Pre-Service Preparation and Continuing Education	Community Services: Training and TA	Community Services: Direct Services & Demonstration Projects	Research	Information Dissemination
Type of Activity	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change
Improvement Measure	Number of trainees who gained the knowledge and skills to serve as a resource for IWDD to access and use transportation.	Number of individuals in the community who gained knowledge and skills related to IWDD accessing and using transportation.	Number of individuals in the community who received services and/or supports related to IWDD accessing and using transportation.	Number of research and evaluation activities conducted that investigated strategies to foster the accessibility and utility of transportation for IWDD.	Number of products developed and disseminated on IWDD accessing and using transportation.
Consumer Satisfaction Measure	Percentage of trainees who reported satisfaction with the knowledge and skills gained to serve as a resource for IWDD to access and use transportation.	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained related to IWDD accessing and using transportation.	Percentage of individuals in the community who reported satisfaction with the services and/or supports received related to IWDD accessing and using transportation.		Percentage of recipients of products disseminated on IWDD accessing and using transportation who reported satisfaction with the quality of the item.

Area of Emphasis: Recreation

	CORE FUNCTION				
	Interdisciplinary Pre-Service Preparation and Continuing Education	Community Services: Training and TA	Community Services: Direct Services & Demonstration Projects	Research	Information Dissemination
Type of Activity	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change
Improvement Measure	Number of trainees who gained the knowledge and skills to serve as a resource for IWDD to access and participate in recreational, leisure, and social activities in their communities.	Number of individuals in the community who gained knowledge and skills related to IWDD accessing and participating in recreational, leisure, and social activities in their communities.	Number of individuals in the community who received services and/or supports related to IWDD accessing and participating in recreational, leisure, and social activities in their communities.	Number of research and evaluation activities conducted that investigated strategies to foster accessibility to and participation in recreational, leisure, and social activities for IWDD in their communities.	Number of products developed and disseminated on IWDD accessing and participating in recreational, leisure, and social activities in their communities.
Consumer Satisfaction Measure	Percentage of trainees reported satisfaction with the knowledge and skills gained to serve as a resource for IWDD to access and participate in recreational, leisure, and social activities in their communities.	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained related to IWDD accessing and participating in recreational, leisure, and social activities in their communities.	Percentage of individuals in the community who reported satisfaction with the services and/or supports received related to IWDD accessing and participating in recreational, leisure, and social activities in their communities.		Percentage of recipients of products disseminated on IWDD accessing and participating in recreational, leisure, and social activities in their communities who reported satisfaction with the quality of the item.

Area of Emphasis: Other

OTHER	CORE FUNCTION				
	Interdisciplinary Pre-Service Preparation and Continuing Education	Community Services: Training and TA	Community Services: Direct Services & Demonstration Projects	Research	Information Dissemination
Type of Activity	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change	<input type="checkbox"/> Advocacy <input type="checkbox"/> Capacity Building <input type="checkbox"/> Systemic Change
Improvement Measure	Number of trainees who gained the knowledge and skills to serve as a resource for IWDD in other areas not listed above.	Number of individuals in the community who gained knowledge and skills related to IWDD in other areas not listed above.	Number of individuals in the community who received services and/or supports related to IWDD in other areas not listed above.	Number of research and evaluation activities conducted on issues related to IWDD in other areas not listed above.	Number of products developed and disseminated on IWDD in other areas not listed above.
Consumer Satisfaction Measure	Percentage of trainees who reported satisfaction with the knowledge and skills gained to serve as a resource for IWDD in other areas not listed above.	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained related to IWDD in other areas not listed above.	Percentage of individuals in the community who reported satisfaction with the services and/or supports received related to IWDD in other areas not listed above.		Percentage recipients of products disseminated on IWDD in other areas not listed above who reported satisfaction with the quality of the item.

Measures of Collaboration:

1. Identify the critical issues/barriers affecting individuals with developmental disabilities and their families in your State that the DD Network (The State DD Council, Protection and Advocacy Agency, and UCEDD) has jointly identified:
2. Describe the strategies collaboratively implemented by the DD Network for at least one of the issues/barriers identified above:
 - a. Issue/Barrier:
 - b. Provide a brief description of the collaborative strategies to address issue/barrier and expected outcome(s):
 - c. Check applicable areas of emphasis:
 - Quality Assurance
 - Education and Early Intervention
 - Child Care
 - Health
 - Employment
 - Housing
 - Transportation
 - Recreation
 - Other – explain:
 - d. Describe the UCEDD’s specific role and responsibilities in this collaborative effort. Include any technical assistance expertise you can provide to other States in this area:
 - e. Briefly identify problems encountered as a result of this collaboration, and technical assistance, if any, desired:
 - f. Describe any unexpected benefits of this collaborative effort:
3. Describe your collaborations with non-DD Act funded programs:
 - a. List which disability populations benefited from your collaborations.
 - b. Estimate the number of individuals with disabilities, other than developmental disabilities, who were affected by your collaborations with non-DD Act funded programs.
 - c. Estimate the number of individuals with developmental disabilities who were affected by your collaborations with non-DD Act funded programs.

Section 5: Government Performance and Results Act Measures

Directions for completing Section 5: Grantees will report to ADD quantitative data for two Government Performance and Results Act (GPRA) measures. Grantees will supply to ADD raw data. ADD will use the data to calculate the percentages and report as an aggregate figure across the Network.

GPRA MEASURE 1: Percent of individuals with developmental disabilities who are receiving services through activities in which UCEDD-trained professionals are involved at 1, 5, and 10 years after completion of UCEDD training.

GPRA MEASURE 2: Percent of UCEDD trainees who demonstrate leadership in the developmental disabilities field at 1, 5, and 10 years after completion of UCEDD training.

DATA SOURCES: Data for the GPRA measures will be collected through surveys of interdisciplinary pre-service and continuing education trainees who will be asked questions at 1, 5, and 10 years post training. UCEDDs will submit raw data to ADD the responses from the survey.

GPRA MEASURE 1:

Survey Question: What is the number of individuals with developmental disabilities who are receiving direct services through activities in which you are involved?

Data to ADD: 1) # of individuals reported receiving services and
2) # of responses

GPRA MEASURE 2:

Survey Question: Are you in a leadership position in the field of developmental disabilities?

Data to ADD: 1) # “yes” responses and
2) # of responses

METHOD

ADD will tabulate the data sources (for GPRA measure 1: # of individuals reported receiving services and # of responses and for GPRA measure 2: # “yes” responses and # of responses) to calculate an aggregate percentage for the Network.

Attachment C
Definitions and Measures

I. DEFINITIONS:

AREA OF EMPHASIS

The DD Act of 2000 requires that the UCEDD address, directly or indirectly, one or more of the following "areas of emphasis" related to:

- Quality assurance activities,
- Education and early intervention activities,
- Child care-related activities,
- Health-related activities,
- Employment-related activities,
- Housing-related activities,
- Transportation-related activities,
- Recreation-related activities, and
- Other services available or offered to individuals in a community, including formal and informal community supports, that affect their quality of life.

In keeping with that statutory language, each of those areas of emphasis are defined as follows.

Quality assurance activities: The term quality assurance activities means advocacy, capacity building, and systemic change activities that result in improved consumer- and family-centered quality assurance and that result in systems of quality assurance and consumer protection that- (A) include monitoring of services, supports, and assistance provided to an individual with developmental disabilities that ensures that the individual- (i) will not experience abuse, neglect, sexual or financial exploitation, or violation of legal or human rights; and (ii) will not be subject to the inappropriate use of restraints or seclusion; (B) include training in leadership, self-advocacy, and self-determination for individuals with developmental disabilities, their families, and their guardians to ensure that those individuals- (i) will not experience abuse, neglect, sexual or financial exploitation, or violation of legal or human rights; and (ii) will not be subject to the inappropriate use of restraints or seclusion; or (C) include activities related to interagency coordination and systems integration that result in improved and enhanced services, supports, and other assistance that contribute to and protect the self-determination, independence, productivity, and integration and inclusion in all facets of community life, of individuals with developmental disabilities.

Education and early intervention activities: The term education activities means advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities being able to access appropriate supports and modifications when necessary, to maximize their educational potential, to benefit from lifelong educational activities, and to be integrated and included in all facets of student life. In addition, the term early intervention activities means advocacy, capacity building, and systemic change activities provided to individuals and their families to enhance- (A) the development of the individuals to maximize their potential; and (B) the capacity of families to meet the special needs of the individuals.

Child care-related activities: The term child care-related activities means advocacy, capacity building, and systemic change activities that result in families of children with developmental disabilities having access to and use of child care services, including before-school, after-school, and out-of-school services, in their communities.

The term health-related activities means advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities having access to and use of coordinated health, dental, mental health, and other human and social services, including prevention activities, in their communities. Activity records for which

Health-Related activities: is selected as an Area of Emphasis will contribute to the data that AUCD submits to ADD in compliance with the Government Performance Results Act of 1993 (GPRA). GPRA requires each Federal government agency to establish performance indicators to be used in measuring or assessing the relevant outputs, service levels, and outcomes of each program the agency funds. For UCEDDs, ADD's GPRA measure will entail tracking the number of individuals with developmental disabilities and family members who acquire the knowledge and skills to access needed health care services.

Employment-related activities: The term employment-related activities means advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities acquiring, retaining, or advancing in paid employment, including supported employment or self-employment, in integrated settings in a community.

Housing-related activities: The term housing-related activities means advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities having access to and use of housing and housing supports and services in their communities, including assistance related to renting, owning, or modifying an apartment or home.

Transportation-related activities: The term transportation-related activities means advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities having access to and use of transportation.

Recreation-related activities: The term recreation-related activities means advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities having access to and use of recreational, leisure, and social activities, in their communities.

Other: If 'Other' is selected as an area of emphasis, the following sub-options will be made available:

- Other - Assistive Technology,
- Other - Cultural Diversity,
- Other - Leadership, and
- Other.

The *other–assistive technology* area of emphasis option applies to any activity that assists an individual with a disability and their family/caregivers in the selection, acquisition, or use of an assistive technology device.

The *other–cultural diversity* area of emphasis option applies to any activity that provides or focuses on the provision of services, supports, or other assistance that is conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language, and behaviors of individuals who are receiving the services, supports, or other assistance, and in a manner that has the greatest likelihood of ensuring their maximum participation in the program involved.

The *other–leadership* area of emphasis option applies to any activity that enhances the potential of health care, allied health, or related personnel to improve the health, developmental, or functional status of children and adults with disabilities, and equips personnel with the knowledge and skills required to enhance the systems of care and support for people with disabilities and their families.

If simply *other* is selected, explanatory text must be provided.

COMMUNITY SERVICES - DIRECT SERVICES AND DEMONSTRATION PROJECTS

Direct Services and Demonstration Projects may include a variety of services, supports, and assistance for individuals with disabilities or special health care needs, their families, professionals, paraprofessionals, policy-makers, students, and other members of the community. These services could be related to a wide array of areas, such as education, child care, health, employment, housing, transportation, recreation, and other areas.

COMMUNITY SERVICES - TECHNICAL ASSISTANCE

Technical Assistance (TA) is defined as direct problem-solving services provided by faculty/staff to assist individuals, programs, and agencies in improving their services, management, policies, and/or outcomes. TA may be provided in person, by electronic media such as telephone, video, or e-mail, and by other means. The following are examples of technical assistance: needs assessment; program planning or development; curriculum or materials development; administrative or management consultation; legislative testimony; program evaluation and site reviews of external organizations; advisory group participation; policy development; coalition building; and consultation to service providers about clients.

COMMUNITY SERVICES - TRAINING

Community training is conceptualized as training that serves to benefit the community by enhancing the knowledge of community members and/or maintaining the professional credentials of those that directly serve the community. Community training is distinct from *Interdisciplinary Pre-Service Preparation and Continuing Education* in that it encompasses any other types of training, including educational activities (a) offered for a variety of audiences; (b) offered for a specific audience; and/or (c) where

professional certificates, certificates of completion, or CEUs (or their equivalents) are awarded.

CONSUMER

The customer to whom a service or product is designed for and delivered to.

CORE FUNCTIONS

The DD Act of 2000 identifies that the core functions of the UCEDD program shall include:

- 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.
- 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 through demonstration and model activities.
- 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.
- 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.

DEVELOPMENTAL DISABILITY

The DD Act defines a developmental disability as a severe, chronic disability of an individual that:

- Is attributable to a mental or physical impairment or combination of mental and physical impairments; is manifested before the individual attains age 22;
- Is likely to continue indefinitely;
- Results in substantial functional limitations in 3 or more of the following areas of major life activity:
 - Self-care,
 - Receptive and expressive language,
 - Learning,
 - Mobility,
 - Self-direction,
 - Capacity for independent living, and
 - Economic self-sufficiency; and
- Reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of

assistance that are of lifelong or extended duration and are individually planned and coordinated.

DISCIPLINE

Discipline refers to the major field in which the trainee is pursuing their degree/program of study. Trainee data is captured on the following disciplines:

- Audiology
- Dentistry/Pediatric Dentistry
- Education – General and Special
- Genetics
- Health Administration
- Human Development
- Interdisciplinary
- Medicine
- Nursing
- Nutrition
- Occupational Therapy
- Occupational Therapy
- Pediatrics
- Physical Therapy
- Psychiatry
- Psychology
- Social Work
- Speech-Language Pathology

INFORMATION DEVELOPMENT AND DISSEMINATION

Information development and dissemination equip programs to serve as a resource to various constituents on a local, regional, state, national, and international scope, through the provision of specific substantive areas of expertise that may be accessed and applied in diverse settings and circumstances. Information development and dissemination might include product dissemination, public awareness projects, and other types of initiatives.

MEASURABLE GOAL

A tangible, measurable outcome or output, the specific and intended result to be achieved within an explicit timeframe and against which actual results are compared and assessed.

PRE-SERVICE PREPARATION AND CONTINUING EDUCATION

Takes place in an academic setting or program that may (a) lead to the award of an initial academic degree or certificate; (b) include internship, practicum, fellowship, or residency activities; or (c) represent advancement in academic credentials through a course of study.

PRODUCTS/PUBLICATIONS

Category & Definition	Includes	Excludes
<p>Refereed journal articles Scholarly articles that have been accepted for <i>print or electronic</i> publication in a scholarly journal that uses a blind reviewing strategy and external reviewers.</p>	<ul style="list-style-type: none"> • Scholarly articles accepted for publication in refereed journals 	<ul style="list-style-type: none"> • Editorials, book reviews, and other non-scholarly articles accepted for publication in refereed journals • Publications included in “Non-refereed publications” or “Periodicals”
<p>Non-refereed publications Materials prepared without a blind reviewing strategy for <i>print or electronic</i> publication that offers (a) an account, description or explanation of a single thing or class of things; (b) reference information on a particular topic; or (c) basic, technical, analytical, investigative, or evaluative information.</p>	<ul style="list-style-type: none"> • Monographs • Research, consultancy, or technical reports • Guides • Handbooks • Whitepapers • Commissioned evaluative or investigative reports 	<ul style="list-style-type: none"> • Grant or contract progress reports • Publications included in “Periodicals” • Publications included in “Public Awareness Materials” • Editorials, book reviews, and other non-scholarly articles accepted for publication in non-refereed publications
<p>Books/book chapters Books or book chapters that are (a) written solely by the identified author(s), (b) scholarly, (c) bound, and (d) offered for sale.</p>	<ul style="list-style-type: none"> • Textbooks aimed at a university audience • Research monographs published by university departments or presses • Books published by privately-funded companies or university departments/ presses • Professional books 	<ul style="list-style-type: none"> • Creative works such as novels • Commissioned evaluative or investigative reports • Research, consultancy, or technical reports • Textbooks that are aimed at secondary, primary or preschool students
<p>Audio/Visual Materials, Software, Web Portals <i>A/V:</i> Materials <i>initially prepared</i> to present information in an audible and/or pictorial form. <i>Software:</i> Organized collections of computer data and instructions. <i>Web Portal:</i> a website or service that offers a broad array of resources and services, such as forums, search engines, databases, etc.</p>	<ul style="list-style-type: none"> • CDs, DVDs, videotapes, or audiotapes • Software (system or application) • Web Portals 	<ul style="list-style-type: none"> • Web pages • Alternate format <i>versions</i> (Braille, audiotape, etc.) of a product • Conference presentations • PowerPoint slides • Poster presentations • Radio/television interviews
<p>Educational Modules Written educational units designed to drive instruction by identifying the (a) skills and concepts to be taught, (b) teaching strategies to be used, and (c) evaluation methods to be used to measure student achievement.</p>	<ul style="list-style-type: none"> • Curricula, courses, or training programs • Distance, asynchronous, or web-based modules • Textbooks that are aimed at secondary, primary or preschool students 	<ul style="list-style-type: none"> • Conference presentations • Poster presentations • PowerPoint slides
<p>Doctoral Dissertations and Master’s Theses The required final paper prepared by a candidate for an academic</p>	<ul style="list-style-type: none"> • Dissertations and theses accepted by relevant Committees 	<ul style="list-style-type: none"> • Undergraduate or honors theses • Prospectuses, IRB approvals, or interim drafts of dissertations or

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institution's master or doctoral degree.		theses
Periodicals Materials prepared for <i>print or electronic</i> publications that are not refereed and are issued at either fixed intervals or on an occasional basis.	<ul style="list-style-type: none"> • Articles or editorials published in newspapers, newsletters, or magazines • Issue briefs 	<ul style="list-style-type: none"> • Publications included in "Non-refereed publications"
Public Awareness Materials Print or electronic materials prepared to increase public awareness on a topic or topics.	<ul style="list-style-type: none"> • Brochures • Pamphlets • Radio/television interviews • Press Releases 	<ul style="list-style-type: none"> • Publications included in "Periodicals"

RESEARCH

Research and Evaluation 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. Research and evaluation may entail functions such as proposal development, report writing, experimental/quasi-experimental design projects, interviews, focus groups, surveys, data entry, data analysis, and other types of functions. Research and evaluation functions may support measurement of progress, in areas such as of consumer satisfaction, collaboration, and improvement.

TRAINEES

Trainees include graduate and undergraduate students, fellows, residents, professionals, paraprofessionals, or others who receive training as described in *Interdisciplinary Preservice Preparation and Continuing Education*. Individuals who receive the types of training described in *Community Services: Training* are not included in the definition of trainees.

II. EXPLANATION OF GPRA MEASURE:

MEASURE 1:

The first GPRA measure for the UCEDD program focuses on impact on individuals with developmental disabilities:

The percent of individuals with developmental disabilities who are receiving direct services through activities in which UCEDD-trained professionals are involved.

To gather data for this measure, the following question will be asked of interdisciplinary preservice preparation and continuing education UCEDD trainees at 1, 5, and 10 years post-training:

What is the number of individuals with developmental disabilities who are receiving direct services through activities in which you are involved.

The question will be accompanied by the following definition for “Direct Services” to guide the respondent:

“Direct Services” include direct activities related to quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation, or any other care, services or supports provided directly to individuals with developmental disabilities and their family members. Examples include:

- Training or educating individuals with developmental disabilities and their family members.
- Providing therapeutic child care, clinical services, or other direct services to individuals with a developmental disability and their family members.
- Providing technical assistance directly to individuals with developmental disabilities and their family.
- Conducting research that includes a direct service component or intervention with individuals with developmental disabilities and their family members as subjects.
- Supervising professionals, paraprofessionals, or students who are providing direct services to individuals with developmental disabilities and their family members.

MEASURE 2:

The second GPRA measure captures information about the outcomes for UCEDD trained professionals:

The percent of UCEDD trainees who demonstrate leadership in the developmental disabilities field at 1, 5, and 10 years after completion of UCEDD training.

The following question will be asked of interdisciplinary preservice preparation and continuing education UCEDD trainees at 1, 5, and 10 years post-training:

Are you in a leadership position in the field of developmental disabilities?

The question will be accompanied by the following definition for “Leadership” to guide the respondent:

“Leadership” refers to any training, community service, research, or dissemination activities that enhance the capacity of systems, professionals, or other stakeholders to make positive changes for people with developmental disabilities in the areas of quality assurance, education and early intervention, child care, health, employment, housing, transportation, or recreation. The UCEDD leadership measure could be demonstrated in the following areas:

- *Academics:* Teaching or mentoring as a faculty member in a developmental disability-related field, conducting developmental disability-related research, providing consultation/technical assistance in developmental disability-related areas, publishing and presenting in key developmental disability-related areas, and/or procuring grants and other funding.
- *Clinical:* Developing guidelines for specific developmental disability-related conditions; participating as officer or chairperson of committees on state, national, or local clinical organizations, task forces, community boards, etc.; serving as a clinical expert for UCEDD trainees; researching, publishing, or making key presentations on developmental-disability-related clinical issues; and/or serving in a clinical leadership position as director, team leader, chairperson, etc.
- *Public Policy (education, health, social services):* Holding a leadership position in a government entity or local, state, or national public organization; conducting strategic planning; participating in program evaluation and public policy development; procuring grant and other funding; influencing legislation; and/or publishing or making key presentations on developmental-disability-related policy issues.
- *Advocacy:* Leading formal advocacy efforts at the community, state, regional, and national levels; and/or influencing positive change in the developmental disability field through creative promotion, support, and activities.
- *Community Supports:* Holding a leadership position at local, state, or national level to conduct, monitor, or evaluate

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community-based services and supports; leading activities to effect systems change that benefits people with developmental disabilities; developing service models that increase the independence, productivity, and community integration of people with developmental disabilities; and/or providing consultation/technical assistance in promising practices in community-based supports for people with developmental disabilities.

III. MEASUREMENT METHODS

Improvement Measures

Interdisciplinary Pre-Service Preparation and Continuing Education	All measures related to <i>Interdisciplinary Pre-Service Preparation and Continuing Education</i> should report on the total number trained in the appropriate area of emphasis during the fiscal year.
Community Services: Training and TA	All measures related to <i>Community Services: Training and TA</i> should report on the total number of individuals in the community reached in the appropriate area of emphasis during the fiscal year.
Community Services: Direct Services & Demonstration Projects	All measures for <i>Community Services: Direct Services & Demonstration Projects</i> should report on the total number of individuals in the community who received services in the appropriate area of emphasis during the fiscal year.
Research	All measures related to <i>Research</i> activities should report on the: <ul style="list-style-type: none"> • Total number of research activities in the appropriate area of emphasis during the fiscal year, and • Total number of evaluation activities in the appropriate area of emphasis during the fiscal year.
Information Dissemination	All measures related to <i>Information Dissemination</i> should report on the: <ul style="list-style-type: none"> • Total number of products developed in the appropriate area of emphasis during the fiscal year. • Total number of products in the appropriate area of emphasis disseminated during the fiscal year.

Consumer Satisfaction Measures

Interdisciplinary Pre-Service Preparation and Continuing Education	<p><i>Numerator:</i> Total number of trainees reporting being satisfied and highly satisfied.</p> <p><i>Denominator:</i> Total number trainee responses.</p> <p>For consistency across the grantees reporting on consumer satisfaction, below is the item that should be used to gather responses from trainees:</p> <p><i>Which of the following best reflects your level of satisfaction with the knowledge and skills gained from the training (Circle one please)?</i></p> <p><i>highly satisfied satisfied satisfied somewhat not at all satisfied</i></p>
Community Services: Training and TA	<p><i>Numerator:</i> Total number of individuals reporting being satisfied and highly satisfied.</p> <p><i>Denominator:</i> Total number individuals responding.</p> <p>For consistency across the grantees reporting on consumer satisfaction, below is the item that should be used to gather responses from individuals in the community receiving training and technical assistance:</p> <p><i>Which of the following best reflects your level of satisfaction with the training and/or technical assistance received (Circle one please)?</i></p>

	<i>highly satisfied</i> <i>satisfied</i> <i>satisfied somewhat</i> <i>not at all satisfied</i>
<p>Community Services: Direct Services & Demonstration Projects</p>	<p><i>Numerator:</i> Total number of individuals reporting being satisfied and highly satisfied.</p> <p><i>Denominator:</i> Total number individuals responding.</p> <p>For consistency across the grantees reporting on consumer satisfaction, below is the item that should be used to gather responses from individuals in the community receiving direct services:</p> <p><i>Which of the following best reflects your level of satisfaction with the services received (Circle one please)?</i></p> <p><i>highly satisfied</i> <i>satisfied</i> <i>satisfied somewhat</i> <i>not at all satisfied</i></p>
<p>Information Dissemination</p>	<p><i>Numerator:</i> Total number of individuals reporting being satisfied and highly satisfied.</p> <p><i>Denominator:</i> Total number individuals responding.</p> <p>For consistency across the grantees reporting on consumer satisfaction, below is the item that should be used to gather responses from consumers on the research and evaluation activities.</p> <p><i>Having used <u> (title of publication) </u>, which of the following best reflects your level of satisfaction with the quality of this product (Circle one please)?</i></p> <p><i>highly satisfied</i> <i>satisfied</i> <i>satisfied somewhat</i> <i>not at all satisfied</i></p>

IV. CONFIDENTIALITY

When ever collecting consumer satisfaction data, UCEDDs must ensure the protection of the informant’s confidentiality to the extent permitted by law. Information gathering techniques for the collection of consumer satisfaction data are to be conducted without inclusion of names or other identifying information of the respondents. Respondents are to be assured that the information they provide is confidential and will be used for the stated purpose for which they were collected. In addition, respondents are to be assured that their participation evaluating satisfaction is voluntary. In keeping with ADD practices with respect to cultural competence and the ADA, alternative formats must be made available.

In conducting the evaluative activities, the UCEDDs will ensure the respondents’ confidentiality in a variety of formats, including oral and written statements. If UCEDDs use written survey techniques, a standard written statement about confidentiality must be included. All statements about confidentiality will explain that responses are voluntary, confidential information will not be shared with others, and that answers will be used for the purpose for which they were collected. In keeping with agency practices with respect to cultural competence issues, literacy, and visual or auditory ability, alternative formats will be made available.

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When recording information collected through the various evaluative activities, the UCEDDs must maintain a coding system that protects the identity, if known, of the respondent. Measures should be taken to ensure the confidentiality of files, including the use of locked file cabinets and passwords on computers where data is kept.

None of the data that is entered into NIRS will be confidential. No personally identifiable information should appear in NIRS.