

Exhibit J.2 - UCEDD Program Operation and Practices Checklist

UCEDD PROGRAM OPERATIONS AND PRACTICES CHECKLIST

I. COLLABORATION	
<i>Collaboration</i>	<i>Comments</i>
<p>Collaboration is an integral part of the UCEDD scope of work. The DD Act includes requirements for collaboration across the DD Network and with community partners. In addition, UCEDDs have unique opportunities to collaborate with local, state, national, and international organizations and agencies. Effective collaborations strengthen the UCEDD's ability to outreach and engage multiple audiences in projects and activities.</p>	
<p>The UCEDD is a member of the State Developmental Disabilities Council and participates in Council meetings and activities.</p>	
<p>The UCEDD is a member of the P&A Agency Board and participates in any P&A Agency meetings and activities.</p>	
<p>The UCEDD actively participates in community networks and has a range of collaborating partners.</p>	
<p>The UCEDD has cultivated relationships with state, national, and/or international agencies/organizations.</p>	
<p>The UCEDD maintains collaborative relationships with the UCEDD network and individual organizations and other universities.</p>	
<p>The UCEDD strategizes with the DD Council and P&A how the resources available at the UCEDD might be used to strengthen the DD Network.</p>	

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II. ORGANIZATIONAL ADMINISTRATION	
<i>University Affiliation</i>	<i>Comments</i>
<p>A key part of a UCEDD’s organizational administration is its association and partnership with a university. As an integral component of the university system, the UCEDD is positioned as an organization to promote the independence, productivity, integration, and inclusion of individuals with developmental disabilities and their families.</p>	
The university demonstrates its support for the UCEDD.	
Financial and other resources committed to the UCEDD to carry out the purposes of the DD Act.	
The UCEDD maintains the autonomy and organizational structure required to carry out the core functions of the program mandated activities.	
The UCEDD is responsible to a university administrator who represents the interest of the UCEDD within the university and the UCEDD Director reports to that university administrator.	
<i>Mission</i>	<i>Comments</i>
<p>Having a mission helps an organization communicate to others their vision and scope of work. In having a mission, the UCEDD is guided by values of independence, productivity, integration, and inclusion of individuals with developmental disabilities and their families. UCEDD principles are guided by the mission statement.</p>	
The UCEDD has a mission that reflects the purpose of the DD Act stated in Sec. 101(a): to assure that individuals with developmental disabilities and their families participate in the design of and have 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, through culturally competent programs.	

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The UCEDD's mission carried out in a manner that enhances community capacity to support the independence, productivity, and integration and inclusion of individuals with developmental disabilities.	
The UCEDD's goals, objectives, and activities consistent with the mission statement?	
The UCEDD's mission reflects a life span approach.	
The UCEDD's mission reflects a commitment to culturally competent attitudes and practices, which are responsive to local culture and needs.	
III. CONSUMER ADVISORY COMMITTEE	
<i>Consumer Advisory Committee</i>	<i>Comments</i>
Consumer involvement and input is a crucial component of any UCEDD program. The UCEDD must involve consumers, in the form of a committee, who represent individuals with developmental disabilities in the State, including those who come from culturally and linguistically diverse backgrounds.	
The Consumer Advisory Committee has by-laws	
The UCEDD supports member participation on the Consumer Advisory Committee.	
The members represent people from different regions across the State.	
The Consumer Advisory Committee is chaired by a consumer or family representative.	
The Consumer Advisory Committee knows their roles and responsibilities as outlined in the DD Act.	
Members are knowledgeable of the DD Act.	
The Consumer Advisory Committee meets often enough.	

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Members of the Consumer Advisory Committee are knowledgeable of the goals outlined in the 5-year application for core funding.	
IV. PROGRAM ADMINISTRATION	
<i>5-Year Application for Core Center Grants:</i>	<i>Comments</i>
Every five years UCEDDs must submit an application for core center grants that outlines a 5-year plan. In the application, the UCEDD must provide a number of assurances, many of which relate to the administration of the program. The applications must identify goals for the UCEDD and indicate consumer involvement in the development of those goals.	
The UCEDD canvases the State to determine needs within.	
The Consumer Advisory Committee is involved with collecting information for and providing input into the development of the 5-Year Application.	
The UCEDD has procedures in place for long range planning to enable response to emergent and future developments in the state and field, in general.	
The goals, objectives, and activities identified in the 5-Year Application address state needs and reflect a commitment to influencing practices statewide.	
<i>Interdisciplinary Preservice Preparation and Continuing Education</i>	<i>Comments</i>
UCEDDs are required to engage in interdisciplinary preservice preparation and continuing education. Such programs strive to reflect state of the art practices and prepare personnel concerned with developmental disabilities to promote the independence, productivity, integration and inclusion of individuals with developmental disabilities and their families.	
The UCEDD senior professional staff holds faculty appointments in appropriate academic departments of the host or an affiliated university, consistent with university policy.	
The UCEDD faculty and staff represent the broad range of disciplines and backgrounds necessary to implement the full inclusion of individuals with	

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developmental disabilities in all aspects of society, consonant with the spirit of the DD Act.	
The UCEDD has agreements with departments, which may include those housed in other Institutes of Higher Education in the State, to form an interdisciplinary training program.	
The interdisciplinary program reflects a balanced mix of students from diverse academic disciplines/academic programs.	
The interdisciplinary program offers a variety of learning experiences.	
The training program is based on identified personnel preparation needs.	
The interdisciplinary program reflects state-of-the-art practices.	
Trainees are prepared to serve in a variety of roles including advocacy and systems change, and graduates work in situations where they promote the independence, productivity, integration and inclusion of individuals with disabilities and their families.	
<p>The UCEDD has a core curriculum.</p> <ul style="list-style-type: none"> • The core curriculum incorporates cultural diversity and demonstrates cultural competence. • The core curriculum prepares trainees to be consumers of research as it informs practice and policy. 	

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<i>Community Services – Training, Technical Assistance, and Services</i>	<i>Comments</i>
UCEDDs are required to provide a variety of community services, including training, technical assistance, and services. The training and technical assistance activities should aim towards strengthening the capacity of communities, systems, and service providers to promote the independence, productivity, integration and of individuals with developmental disabilities and their families. UCEDDs should offer a variety of services including health, mental health, prevention, education, vocational, family support, personal assistance, and clinical in community based settings to promote the independence, productivity, integration, and inclusion of individuals with disabilities and their families.	
The community training and technical assistance is responsive to identified community needs.	
The community training and technical assistance is planned collaboratively, including the participation of individuals with developmental disabilities and their families.	
The community training and technical assistance utilizes capacity building approaches and techniques to strengthen the capacity of communities, systems and service providers.	
The UCEDD reaches a wide range of audiences, including individuals from culturally and linguistically diverse backgrounds, through community training and technical assistance.	
The community training and technical assistance activities are planned and structured in a manner that facilitates the participation of targeted audiences.	
The community training and technical assistance addresses the unique needs of individuals with developmental disabilities and their families from diverse cultural and ethnic groups who reside within the geographic locale.	

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The direct services and projects are integrated into community settings.	
The direct services interact with and involve community members, agencies and organizations.	
The basis for the direct services is local or universal needs that reflect critical problems in the field of developmental disabilities or an emerging, critical problem that reflects current trends or anticipated developments in the field.	
The UCEDD engages in state of the art and innovative practices, including practices, models, or projects that: <ul style="list-style-type: none"> • Facilitate independence, integration, productivity and human rights • Are economical and highly beneficial 	
Research:	Comments:
UCEDDs are required to engage in research. The research activities should employ rigorous methods.	
UCEDDs evaluate by accepted scientific means state of the art and innovative practices by: <ul style="list-style-type: none"> • Employing research methods to test hypotheses • Validating procedures and field-testing projects 	
The UCEDD involves people with developmental disabilities and/or family members in the development of research studies.	
The UCEDD develops valid and reliable studies using research designs appropriate to the research problem and purpose.	
The UCEDD has research protocols identifying methods for collecting and analyzing data.	
The research findings contributes to existing	

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knowledge and/or highlights new issues.	
<i>Information Dissemination</i>	<i>Comments</i>
UCEDDs are required to disseminate information. The dissemination of information includes distribution of research findings such as empirical validation of activities related to training, best practices, services and supports, and contributes to the development of new knowledge. Dissemination activities promote the independence, productivity, integration and inclusion of individuals with developmental disabilities and their families.	
The UCEDD is identified in the community as a resource for information.	
The UCEDD disseminates information on best practices and approaches in training, services, and supports.	
The UCEDD produces a variety of products to promote public awareness and visibility of the UCEDD.	
The information dissemination activities facilitate replication of best practices.	
The materials disseminated by the UCEDD are available in formats accessible to individuals with a wide range of disabilities and individuals from differing cultural and linguistic backgrounds.	
The UCEDD contributes to the development of the knowledge base through publication and presentations.	
The UCEDD identifies specific target audiences for dissemination activities and include individuals with developmental disabilities, family members, service providers, administrators, policy makers, university faculty, students, researchers, and the general public.	
The UCEDD utilizes a variety of networks, including Developmental Disabilities Planning Councils, Protection and Advocacy Systems, other UCEDDs and state service systems to disseminate	

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information to target audiences.	
The process of developing and evaluating materials utilizes the input of individuals with developmental disabilities and their families.	
V. EVALUATION AND REPORTS	
<i>Evaluation and Reports</i>	<i>Comments</i>
UCEDDs are required to report annually on their progress. UCEDDs will begin using a standard format for submitting annual reports to ADD. The UCEDD should have or should be working towards putting data collection systems in place to facilitate the collection and maintenance of data for reporting purposes. In addition, UCEDDs should include evaluation activities as part of their work to assess impact of projects and activities.	
The UCEDD has the necessary staff to support data collection activities.	
The UCEDD has data management systems (written policies and procedures) in place that support ADD reporting requirements (e.g., Annual Reports)?	
There are written policies and procedures that relate specifically to data collection and aggregation, validation of data accuracy, etc.	
Data management occurs on some schedule (e.g., staff and contractors are expected to provide data at certain times; quality checks performed at certain times; monthly, annual, as data are available).	
Quality checks are in place to verify accuracy of reporting.	

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Quality control of data is done with primary sources (i.e., point of entry or original documents).	
Data management roles are defined and are specific staff assigned to them.	
Data definitions and data entry instructions exist and are used.	
Where data estimates are used, standards that are followed to ensure consistency.	
The UCEDD utilizes state-of-the-art methods, including the active participation of individuals, families and other consumers of UCEDD programs and services to evaluate programs and their impact.	
VI. FISCAL	
<i>Fiscal</i>	<i>Comments</i>
The DD Act requires that UCEDD leverage resources to carry out the core functions.	
The UCEDD shows the ability to leverage overtime funds to support the core functions.	
The funds leveraged support project activities that promote the independence, productivity, integration, and inclusion of individuals with developmental disabilities and their families in communities.	