

# 2018-2019 UCEDD RESOURCE CENTER (URC) EVALUATION REPORT



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## Executive Summary

In 2018-2019, the UCEDD Resource Center (URC) provided technical assistance to all 67 University Centers for Excellence in Developmental Disabilities. The range of technical assistance included providing information, referrals to topical experts, assisting with cross network collaboration, hosting in-person events and webinars, and convening workgroups. Throughout the contract span, the URC provided responses to 279 requests for information and assistance; developed 19 unique products in response to emerging TA needs as well as disseminated 6 recurring products on a weekly, semi-weekly, and monthly basis; was the catalyst for 50 collaborations; and hosted 33 TA events.

TA was provided most frequently on the topics of federal reporting, succession planning, collaborating, statutory compliance, and grant application assistance. This evaluation report has helped to identify limitations and learning opportunities, as well as recognize achievements and inform goals for next year. A staffing shortage and limited progress on a language access plan were identified as limitations in the course of the evaluation. The URC Project Director resigned in March 2019 after periods of extended family leave and a replacement was hired in June 2019. While no materials were translated during this contract period, the URC did provide language interpretation services in ASL at in-person events and captioning and transcription for webinars. With the development of a language access plan and the recent hiring of a bilingual staff member, language translation plans are currently underway. When looking at these opportunities to grow, the achievements of the past year are noticeable:

- All 67 UCEDDs received some form of technical assistance;
- The URC has increased the number and diversity of collaborators at the local, state, and national levels;
- The global TA survey showed that 98% of respondents were satisfied with the technical assistance received or was offered; and
- 95% felt the TA received helped perform their roles better.

As the second year of the evaluation collection and summary concludes, the URC identifies four goals for the year ahead. We will first seek to improve and inform web tracking by incorporating analytics on the new TA website which will be launched in the Spring of 2020. The next goal is the finalization and implementation of a language access plan to increase the language accessibility in at least two areas of language and/or communication need. To continue to be a translational resource within the Network, the URC will continue to provide language interpretation services in ASL at in-person events and captioning and transcription for webinars. The final goal to continue meeting the technical assistance needs of UCEDDs through rapid responses, collaborations, high quality disseminations, and intensive, customized opportunities.

*AUCD helps our state DD Network work together effectively and efficiently to tackle initiatives on the state level.  
-TN Council on Developmental Disabilities Staff, Global TA Survey*

*Connecting me with peers that were exploring knowledge translation opened up a wider set of tools and resources for us to use in using health literacy, infographic and general information dissemination best practices.  
-Core Function Director or Coordinator, Global TA Survey*

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# Introduction

## Background and Context

The Office on Intellectual and Developmental Disabilities (OIDD) administers the University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD) programs authorized by the Developmental Disabilities Assistance and Bill of Rights of 2000 (DD Act) (42 U.S.C. 15001 et seq.). OIDD currently funds 67 UCEDDs located in every U.S. state and territory and contracts with the Association of University Centers on Disabilities (AUCD) to provide TA to the UCEDDs to improve their program performance, statutory compliance, and program outcomes. In 2012, OIDD became part of the newly established Administration for Community Living (ACL) in the U.S. Department of Health and Human Services. In the effort to better align programs across ACL subunits, OIDD restructured the most recent iteration of AUCD's TA contract beginning in September 2017 and added a new requirement to annually evaluate and report on evaluate and report on TA activities and outcomes. The following report is an evaluation of AUCD's training and technical assistance to the UCEDD network as it aligns with the goals of OIDD, AUCD and the DD Act.

## About the Association of University Centers on Disabilities (AUCD)

AUCD is a membership organization that supports and promotes a national network of university-based interdisciplinary programs. Network members include:

- 67 University Centers for Excellence in Developmental Disabilities (UCEDD), funded by the Office on Intellectual Developmental Disabilities (OIDD);
- 52 Leadership Education in Neurodevelopmental Disabilities (LEND) Programs funded by the Maternal and Child Health Bureau (MCHB); and
- 14 Intellectual and Developmental Disability Research Centers (IDDRC), most of which are funded by the National Institute for Child Health and Development (NICHD).

These programs serve and are located in every U.S. state and territory and are all part of universities or medical centers. They serve as a bridge between the university and the community, bringing together the resources of both to achieve meaningful change.

AUCD's mission is to advance policies and practices that improve the health, education, social, and economic well-being of all people with developmental and other disabilities, their families, and their communities by supporting our members in research, education, health, and service activities that achieve our vision.

AUCD engaged in organizational strategic planning in 2017-2018 in collaboration with our network members. Since the UCEDD network is the largest of AUCD's three members networks, the voice, perspectives, and priorities of the UCEDDs was instrumental in shaping AUCD's strategic priorities. The resulting strategic map (see Appendix A) established as key priority areas for the network and national office:

- Growing Diverse and Skilled Leaders
- Advancing Policies and Practices that Improve Lives
- Conducting and Applying Research and Sharing Knowledge, and
- Modeling Diversity, Equity and Inclusion.

## About the Developmental Disabilities Assistance and Bill of Rights of 2000 (DD Act)

Under the authorization of the DD Act, OIDD contracts with AUCD to implement the UCEDD Resource Center (URC), a national training and technical assistance center to strengthen and support the National Network of UCEDDs. OIDD requires a performance-based arrangement for providing coordinated, comprehensive, and specialized training and TA to the 67 UCEDDs. Specifically, the DD Act states that TA shall:

- Assist in national and international dissemination of specific information from multiple Centers and, in appropriate cases, other entities whose work affects the lives of individuals with developmental disabilities;
- Compile, analyze, and disseminate state-of-the-art training, research, and demonstration results policies, and practices from multiple Centers and, in appropriate cases, other entities whose work affects the lives of persons with developmental disabilities;
- Convene experts from multiple Centers to discuss and make recommendations with regard to national emerging needs of individuals with developmental disabilities;
- Develop portals that link users with every Center's website;
- Facilitate electronic information sharing using state-of-the-art Internet technologies such as real-time online discussions, multipoint video conferencing, and web-based audio/video broadcasts, on emerging topics that impact individuals with disabilities and their families;
- Serve as a research-based resource for Federal and State policymakers on information concerning and issues impacting individuals with developmental disabilities and entities that assist or serve those individuals; or
- Undertake any other functions that the Secretary determines to be appropriate; to promote the viability and use of the resources and expertise of the Centers nationally and internationally.

Requested TA often aligns directly with the needs of UCEDDs to fulfill the four core functions mandated in the DD Act. Those four core functions are:

- **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;
- **Community services** that provide training or technical assistance for individuals with developmental disabilities, their families, professionals, paraprofessionals, policymakers, students, and other members of the community; and that may provide services, supports, and assistance for the persons described (demonstration and model activities);
- **Research, evaluation, and the analysis of public policy** in areas that affect or could affect individuals with developmental disabilities and their families; and
- **Information dissemination.**

## Overview of TA Provided

The URC's contract with OIDD categorizes training and TA activities under 6 objectives. Throughout the contract year, the URC team works to meet each objective through a series of activities and tasks that often have an evaluable and tangible outcome. A detailed summary of 2018-2019 TA activities by objective is available as Appendix B with highlights included below.

The URC provides the following types of TA activities:

**Rapid response** requests are requests from individual UCEDDs for information or assistance that can generally be provided quickly through email or telephone communications. This contract year, the URC responded to 279 rapid response requests. Patterns within the rapid response requests inform current and future TA topics as well as this contract evaluation report.

**Individualized intensive TA** is time-intensive training or technical assistance provided to an individual UCEDD, typically through an in-person site visit. This contract year, the URC engaged with one UCEDD for individualized intensive TA.

**TA events** are held for groups across UCEDDs. These can be in person or via webinar and can be recurring or unique one-time events. The events may target particular staff positions or be more broadly available to any UCEDD staff members wishing to attend. This contract year, the URC implemented the following trainings and TA Events (dates and numbers of participants are shown in parentheses):

- UCEDD TA Institute (March 2019; 90) and the Territories Meeting in conjunction with the TA Institute (March 2019; 5)
- New UCEDD Director Orientation (June 2019; 20)
- AUCD Leadership Academy (June 2019; 24)
- Data Coordinators NIRS TA Calls (October, January, and June 2019; 90, 50, and 65 respectively)
- TA Meetings at 2018 Conference: UCEDD Directors Meeting (November 2018; 67), Data Coordinators Meeting (November 2018; 37), Territories Meeting (November 2018; 30), UCEDD 5-year planning meeting (November 2018; 50), Trainee Networking Session (November 2018; 135), Trainee Focus Group (November 2018; 15), Trainee-Professional Networking Breakfast (November 2018; 65)
- Webinars:
  - Best Practices in Accessibility for Training and Dissemination (Broadcast September 2018 and Archived in October 2018; 66)
  - How Does Infant Mental Health Support the Work of Part C/Early Intervention? (Archived in October 2018; 59)
  - ABLE: Basics: How it Works (October 2018; 52)
  - ABLE: The Big Picture (October 2018; 43)
  - Enhancing Your Leadership Opportunities with the Council on Leadership & Advocacy (COLA) (October 2018; 24)
  - Coffee & TA: Community Training for UCEDDs (February 2019; 18)
  - Graphic Recording and Facilitation (April 2019; 32)
  - 2019 AUCD Trainee End of the Year Webinar: Maximizing Your Training Experience (April 2019; 17)
  - UCEDD Program Performance Report (PPR) (May 2019; 50)
  - Power to the Profession: EIEC (May 2019; 29)
  - Coffee & TA: Technical Assistance Provided by UCEDDs (June 2019; 13)
  - FY2020 NIRS Roll-out Webinar (August 2019; 109)
  - Including the AUCD Trainee Orientation Modules in your Curriculum (August 2019; 19)
  - NEW EI/ECSE Standards- Why? When? Next Steps (September 2019; 27)
  - Violence and Mental Illness: The Real Story (September 2019; 113)
  - 2019 Welcome Webinar: Connect and Get Involved with AUCD! (September 2019; 27)

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*I attend many URC webinars for information. All have been useful. - UCEDD Core functions director/coordinator and Researcher in the 2018-2019 Global Survey*

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**Product development and dissemination** is used to communicate information of importance to all UCEDDs. Both recurring products, such as newsletters, and unique standalone products, including tip sheets and issue briefs, are developed and disseminated. Products may also be translated into other languages or adapted for different literacy levels. Specifically, **the URC website** is used to house information that UCEDDs can access at their convenience.

This contract year the unique Tip Sheets and Products that were developed and circulated by the URC include:

- Tip Sheet: Continuing Education for UCEDDs
- Tip Sheet: Community Training for UCEDDs
- Tip Sheet: Technical Assistance Provided by UCEDDs
- Tip Sheet: Interdisciplinary Pre-service Prep
- AUCD Network Expertise Around Guardianship and Supported Decision Making
- UCEDD grant writing and reporting timeline
- UCEDD University messaging tool
- Elevator speech infographic
- TA Tips: Leveraging funds through sole source contracting
- Value of URC TA for ACL
- UCEDD PPR (Annual Report) Guidebook
- 2019 UCEDD Logic Model & Data Points in NIRS
- UCEDDs Engaged in Innovative Development around Assistive Technologies
- AUCD Network Engagement in Research Around Transportation, Accessible Design, and ADA Compliance
- Network engagement guide
- TA Institute notes on “Leveraging Relationships”, “Creating a UCEDD CV”, “Creative Funding”, “Diversity”, “Expanding Faculty”, “Hiring”, “Policy Work”, “Innovative Partnerships”, “Managed Care” and “Professional Development”

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*The Continuing Education Tip Sheet was especially helpful. Stakeholders and institute staff have indicated a desire for continuing education credits for programming and events, and this has given me guidance on how to implement CEUs into our programming. - UCEDD Area of emphasis director/coordinator in the 2018-2019 Global Survey*

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In addition to providing technical assistance, the URC collaborates with UCEDDs and other relevant federally and non-federally funded entities and programs to share information, build networks, and achieve common aims consistent with the URC contract, UCEDD requirements, and the DD Act. The URC also uses such collaborations, as well as other mechanisms, to identify emerging priorities and needs requiring attention from the UCEDDs or related stakeholders.

Frequently the URC will utilize multiple forms of TA in a coordinated, multi-pronged initiative to address a significant network need. For example, federal reporting is one of the UCEDD networks areas of greatest need. One way the URC addresses this need through rapid responses to TA requests. In 2018-2019, URC staff responded to 116 rapid response requests related to federal reporting. The URC has developed a web-based information management system, National Information Reporting System (NIRS), to support UCEDD federal performance reporting. Several products are developed every year to support UCEDDs in using NIRS to complete their federal reports. This year such products included updated versions of the “UCEDD PPR (Annual Report)

Guidebook” and the “UCEDD Logic Model & Data Points in NIRS.” The URC’s Data Support Manager disseminates these resources and provides additional support through regular events including quarterly calls for UCEDD Data coordinators and an in-person Data Coordinators meeting at the annual conference. The technical assistance provided to Data Coordinators is essential for effective data management and for UCEDDs to complete their annual reporting.

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*Data coordinator meetings at the AUCD conference and the quarterly calls are so helpful for making sure we are using NIRS in the way intended, and for learning about new features of NIRS. And one-on-one TA (such as an email to AUCD staff) has been very helpful. I feel heard and receive a response in a timely manner. – UCEDD Data coordinator in the 2018-2019 Global Survey*

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In 2018-2019 coordinated TA initiatives were underway to address diversity, equity, and inclusion through the Diversity Fellowship NTI; leadership and succession planning through the AUCD Leadership Academy; and the opioid epidemic through the Neonatal Abstinence Syndrome pilot project. These efforts each required substantial resources and coordinated activities which were evaluated holistically to assess the collective impact of the initiatives. Full evaluation reports for each of these initiatives have been developed and sent to OIDD. They are available upon request from AUCD.

An important and valued contractual requirement for the URC is providing ongoing support and evidence-based resources to enhance **diversity, inclusion, and cultural and linguistic competence** of the UCEDDs in all aspects of their work. To address the UCEDD network need in a targeted way, the URC has been working with OIDD since 2015 to develop and implement the Diversity Fellowship National Training Initiative. In its inaugural year, OIDD awarded National Training Initiative supplemental grants to 14 UCEDDs to support the recruitment and retention of diverse trainees (“Diversity Fellows”). The URC supported the Diversity Fellowship program through a national learning community and by sharing their efforts to the national AUCD network. Designed as a pipeline grant, the goals of the Diversity Fellowship were to:

- Improve the recruitment and employment of people from underrepresented groups, including people with disabilities, within the UCEDD and in the workforce;
- Increase the diversity of leadership, staff and governing bodies across the DD network;
- Build cultural competence capacity with the leadership, staff, and governing bodies across the DD network; and
- Increase the number of persons with disabilities from historically underrepresented groups who benefit from OIDD supported programs.

The URC supported the Diversity Fellows, through the UCEDD TA contract, in a variety of ways:

- Quarterly calls with all the Fellows to discuss common challenges and solutions (held in February, April and July 2019; 5, 5, and 6 participants respectively)
- Quarterly calls with the Project Leads to address challenges and manage logistics (held in October, February, April and July 2019; 5 participants on each call)
- Creating, maintaining and updating a Diversity Fellow listserv with monthly e-mails
- Arranging and facilitating a poster session during the AUCD Conference
- Providing a networking dinner at the AUCD Conference and the Disability Policy Seminar
- Featuring several Diversity Fellows in the AUCD360 newsletter
- Promoting Fellows and their projects on the [Diversity & Inclusion Toolkit](#)

To address UCEDD network needs in the area of **leadership development**, the URC developed and implemented the AUCD Leadership Academy. The AUCD Leadership Academy is a year-long program designed to enhance the skills of current and emerging leaders from the disability network to build coalitions to improve systems of supports and services. The AUCD Leadership Academy seeks participants from UCEDDs, LENDs, and their disability partners to come together to immerse themselves for a week of study, shared experiences, self-evaluation, and skill development. Participants engaged with their cohort, Academy staff, local coaches, and national allies in the year following the week of study. The Academy focused on the exploration of shared values and commitments to civil and human rights,

assessments of personal and leadership strengths, skills in building partnerships to achieve collective impact, and establishing personal and professional leadership goals.

The 2018 AUCD Leadership Academy was held at Georgia State University College of Law in Atlanta, Georgia from June 24-29, 2018. The 2019 AUCD Leadership Academy was held from June 23-28, 2019. The 2018 Academy accepted 24 participants from 19 different states and US territories. The 2019 Academy accepted 24 participants from 16 different states and US territories.

Finally, in response to request from OIDD, the URC developed a concept paper outlining the existing federal efforts and research priorities for the priority area of **opioid addiction**. This report subsequently informed the URC's creation of a Request for Proposals for a pilot demonstration project to address Neonatal Abstinence Syndrome (NAS). The URC coordinated the application review process, awarding a subcontract to the top-scoring UCEDD. Through the course of FY2019, the URC has supported Project SCOPE (Supporting Children Impacted by the Opioid Epidemic) by:

- Expanding federal engagement from an initial four agencies at the start of the year to six federal agencies;
- Coordinating monthly calls to share emerging knowledge, lessons learned, and new federal investments; identify content experts; and make recommendations for future federal interventions;
- Coordinating communications between federal personnel to identify efforts, priorities, and gaps in addressing needs of children and families experiencing NAS or suspected opioid exposure;
- Developing recommendations that informed ACL's development of a nationally-competent National Training Initiative (NTI) on NAS, effectively scaling up the initial pilot demonstration project; and
- Facilitating mid-year progress report and final report at the completion of the project period, both of which are shared with federal partners.

URC TA is implemented in a flexible and targeted fashion to provide a range of strategies for addressing the needs of the UCEDDs, DD network partners, and collaborators.

## Purpose and Goals of Evaluation

OIDD restructured the URC TA contract beginning in September 2016 and added a new requirement to annually evaluate and report on work performed. The URC contracted with Mathematica Policy Research to develop a design for comprehensively evaluating the TA provided by the URC. In the fall of 2017, the URC submitted the evaluation design plan to OIDD, received approval to implement, and began collecting evaluation data. Subsequently, the URC provides annual reports to OIDD describing evaluation results regarding the technical assistance provided to the UCEDDs during the previous contract year. The goals of the evaluation are to assess, document, and improve TA:

- Document the full range and extent of TA services provided;
- Assess the extent to which the TA provided supports the UCEDDs
  - in improving UCEDD operations, performance and outcomes,
  - in maintaining/achieving statutory compliance, and
  - in becoming leaders and agents of systems change, capacity building and advocacy at the international, national, state, and local levels; and
- Provide critical information to aid the URC in continuously improving their services.

## Evaluation Methodology

This evaluation plan was designed to achieve the above-stated goals consistently and efficiently by standardizing data collection procedures and data elements across TA events and across TA contract years. Given the complexity of TA activities in which the URC engages, four organizing objectives were identified that help to ensure that the evaluation yields information that is relevant for addressing each of the evaluation goals, accounting for the full range of TA provided. Table 1 crosswalks the organizing objectives with the evaluation goals.

The first organizing objective is to **document the types and quantity of TA** provided to UCEDDs. Documenting the quantity of TA provided by content area demonstrates the extent to which the URC is providing TA that supports the UCEDDs in the areas identified in their OIDD contract (evaluation goals 1-3). Examining the provision and use of TA by delivery mechanism and content area also helps determine where TA efforts are most concentrated, for consideration in quality improvement efforts. By enumerating each instance of TA provision, the URC is also able to review data from individual rapid-response and intensive TA requests to identify emerging needs.

The second organizing objective is to **monitor the participation of individual UCEDDs in TA activities** to identify those that may be disengaged. Better understanding the extent and reason for UCEDD disengagement provides critical information about needed service improvements.

The third organizing objective is to **document the URC's collaboration** with other organizations through partnerships, work groups, and communities of practice. Collaboration with other organizations is a key component of the URC's work. The evaluation examines the extent to which such collaborations support the specific goals of the OIDD contract (evaluation goals 1-3). The URC is also able to systematically review the data regarding the content of collaborations to help identify emerging needs to inform continuous quality improvement efforts.

The fourth and final organizing objective is to **assess the quality of TA** provided to UCEDDs. The assessment of quality includes assessments of UCEDD satisfaction with TA services (objective 2a), the accessibility of the URC's TA resources (objective 2b), and the outcomes of the URC's TA (objective 2c). All three aspects inform the URC's continuous quality improvement efforts. Specifically, the URC administers surveys to the UCEDDs that assess their satisfaction with different aspects of TA and solicit responses to open-ended questions about what was most and least helpful. The satisfaction surveys also provide information about the extent to which the UCEDDs feel the TA offered supports them in the goals described in AUCD's contract with OIDD (such as improving operations, maintaining/achieving statutory compliance, and becoming leaders and agents of systems change).

*Table 1. Crosswalk of organizing objectives with evaluation goals*

Objective	Evaluation Goals				
	Assess the extent to which the TA provided supports the UCEDDS in improving UCEDD operations, performance and outcomes	Assess the extent to which the TA provided supports the UCEDDS in achieving or maintaining statutory compliance	Assess the extent to which the TA provided supports the UCEDDS in becoming leaders and agents of systems change, capacity building and advocacy at the international, national, state, and local levels	Document the full range and extent of TA services provided	Provide critical information to aid the URC in continuously improving their services.
Document the types and quantity of TA provided to UCEDDs	√	√	√	√	√
Monitor the participation of UCEDDs in TA				√	√
Document the URC's collaboration	√	√	√	√	√
Assess TA quality	√	√	√		√

### Data Collection Tools and Process

Data collection tools for the evaluation include (1) an Excel workbook through which URC captures data from a variety of forms representing each type of TA and (2) surveys that UCEDD staff disseminates to TA recipients annually as well as immediately following specific TA events. The URC collects some of the data continuously, some immediately after specific events occur, some on a monthly basis, and some on an annual basis. Table 2 summarizes the data collection instruments the URC uses for the evaluation, including the type of TA to which the instrument pertains, the information it captures, and the expected timing of its use. Below, we more fully describe the instruments.

**Forms.** Seven forms are used to track the quantity and nature of TA provided. There is a separate form for each type of TA (for example, rapid-response versus individualized intensive TA). Collectively, the forms document the full range of TA the URC provides to the UCEDDs. Paper versions of the forms were created to aid in training and interpretation, but to help efficiently and easily collect and aggregate the data, URC staff enter the data as they collect them directly into an Excel workbook. The workbook contains seven tabs, each corresponding to one of the forms. URC staff members continuously update four of the forms in the workbook as TA occurs throughout the year. The remaining forms in the workbook are completed at monthly URC staff meetings.

**Surveys.** To gather information on the quality of TA provided, two types of surveys are administered by URC staff to TA recipients: (1) an event-specific survey and (2) a global TA survey. The surveys assess the extent to which the TA the URC provides meets the needs of the TA recipients and effectively supports them in the purposes outlined in the DD Act. The URC conducts the surveys using SurveyMonkey. An advantage of SurveyMonkey is that analytic tools are embedded in the platform to facilitate real-time data aggregation.

Following TA events (such as the directors' retreat, the NIRS orientation, or webinars) and completion of individualized intensive TA, URC staff send the event-specific survey to everyone who participated in the event or received individualized intensive TA. Attendees complete the survey documenting their background, their perspectives on how the TA supported the UCEDD, the content of the event, the event's strengths and areas for improvement, and their overall satisfaction level.

In addition to the event-specific surveys, at the end of each year, the URC sends the global TA survey to all TA recipients and collaborators including all listservs receiving recurring or unique URC TA disseminations, all registered attendees at URC TA events, and all individuals who submitted rapid-response requests or requests for individualized intensive TA throughout the year (previously just UCEDD directors and any other staff who submitted rapid-response requests or requests for individualized intensive TA throughout the year). Through the global survey, the URC gathers feedback on the quality and usefulness of the TA the URC has provided throughout the year as a whole. The global survey collects information on the types of TA the respondent accessed during the year, respondent opinions about the overall quality and usefulness of the TA offered and received, and perceptions of which types of TA were most and least useful. It also solicits specific examples of how the URC's TA services were helpful to the UCEDDs in achieving their missions.

Table 2. Sources of data collected for UCEDD TA evaluation

Instrument Name	Type of TA Assessed	Information Captured	Timing of Data Collection
<b>Forms</b>			
<b>Rapid response request form</b>	Rapid response requests	Background information on requestor and the nature of the request (e.g. request for referrals to experts, assistance with funding)	Continuously as TA is provided
<b>Recurring product dissemination form</b>	Recurring products (e.g., newsletters)	Name of product, method and frequency of dissemination, and the number of people to whom the product was disseminated	Fill in number of recipients at the beginning and ending of contract year; add any new products during monthly URC staff meetings
<b>Unique product dissemination form</b>	Unique products (e.g., tip sheets, issue briefs, and FAQs)	Type and topic of product developed, date of product completion, method and dates of dissemination, number of people to whom the product was disseminated, and the number of products that were translated to other languages	Continuously as products are developed and disseminated; review at monthly URC staff meetings for completeness
<b>TA event form</b>	Recurring and non-recurring events (e.g., webinars and trainings)	Background information on TA provided including form and topic of TA and number of attendees	Continuously as TA is provided; review at monthly URC staff meeting for completeness
<b>Individualized intensive TA form</b>	Individualized intensive TA (e.g., UCEDD specific trainings or site visits)	Background information on individualized intensive TA provided including topic of TA and number of attendees	Continuously as TA is provided; review at monthly URC staff meeting for completeness
<b>Emerging needs form</b>	n/a	Emerging TA needs, how they are identified, and end products resulting from their identification	Monthly at URC staff meetings
<b>Collaborations form</b>	Collaborations (e.g., work groups and partnerships)	Comprehensive list of collaborations, number of times engaged with collaborators	Continuously as collaborations progress; review at monthly URC staff meetings for completeness
<b>Surveys</b>			
<b>Global TA survey</b>	All combined	Background information on respondent, satisfaction with TA services, and opinions and examples of the usefulness of TA provided	Annually at end of each contract year
<b>Event-specific survey</b>	Recurring and non-recurring events and individualized intensive TA	Perceived quality of TA including participation, satisfaction, and usefulness	Immediately following TA provision

## Continuous Improvement

After the first year of implementing the evaluation protocol developed by Mathematica, the URC identified four goals for the year ahead.

1. To improve and inform web tracking;
2. To increase the sample size of those who receive the global TA survey;
3. To develop a language access plan to increase the number of translated materials and continue to be a translational resource within the network; and
4. To continue meeting the technical assistance needs of UCEDDs through rapid responses, collaborations, and intensive, customized opportunities.

To address these areas for improvement, the URC has implemented the following changes:

1. To improve website utilization statistics and tracking, a new URC website is being built that will incorporate a comprehensive set of website analytics. Outcomes of these changes will be detailed in a following report, after the new website has been launched.
2. To increase the sample size of the global TA survey, a comprehensive list of all TA recipients was assembled over the course of the final six weeks of the contract year. This year the global survey was disseminated to every listserv that receives URC disseminations, every workgroup that the URC staff supports, every recipient of individualized/intensive TA, and every individual that registered for TA event hosted by the URC. As a result of an expanded dissemination protocol, the 2019 UCEDD TA Evaluation Survey received approximately four times the number of 2017-2018 responses – 173 (135 complete) responses relative to 47 (35 complete) responses the previous year.
3. To address the language access plan development, the URC partnered with the Office of Minority Health/HHS to be a placement site for a Youth Health Equity Model of Practice summer intern in 2019. The URC completed a subcontract with Tawara Goode and Wendy Jones of the National Center for Cultural Competence to consult and provide expertise for this effort. The OMH intern placed at the URC worked on the development of a Language Access Plan, synthesizing research, staff and network input into a draft plan. She also recruited a Language and Communications Access Advisory Council to review and finalize the plan. We are optimistic that the plan will be finalized in November 2019.
4. Finally, to address the need to continue and continuously improve the high-quality TA provided in the 2017-2018 contract year, URC staff have begun to utilize an evidence-based methodology from the field of implementation science, the Plan-Do-Study-Act (PDSA) cycle, to guide the planning, implementation and evaluation of TA activities. Each PDSA cycle resembles a mini-experiment. It begins with clearly articulating the need for change, a proposed change to implement, and predictions about what is expected to result from the change (plan). This is followed by attempting the change and documenting what in fact does happen (do). One then compares the results to the predictions (study). The final step is to decide on whether to adopt, adapt, or abandon the proposed change moving forward (act). When a PDSA cycle does not generate the results expected, the failure to achieve the anticipated improvements often offers clues as to what to try instead. These alternate interventions can become the basis for the next PDSA cycle—another mini-improvement experiment. The utilization of the PDSA methodology for URC TA is in its nascent stages. A more detailed report of the results from these changes will be included in the next evaluation report.

In addition to the changes prioritized in last year's report, there have been a few other smaller changes to the evaluation protocol as outlined by the Mathematica. Specifically, there were five changes to the global survey before dissemination in September 2019. First, to address concerns that asking people to identify themselves by name at the start of the survey would impinge on the expectation of anonymity, the optional personal identifier field was moved to the end of the survey. Furthermore, additional language was added to the survey instructions clarifying that

“This survey is intended to be anonymous. However, there is an option to add your name and contact information at the end of the survey. Submitting your name and contact information will indicate to AUCD TA staff that you'd like specific follow up on any items that you enter regarding TA needs. You are welcome to keep your name off of the survey and contact Sarah DeMaio directly with TA needs or any questions or concerns about this survey.”

Secondly, rather than ask people to identify the “Name of your UCEDD or Organization,” respondents were invited to “Please indicate your center or program by name, institution and state.” This change was to better enable geographic analysis of the survey data.

Thirdly, the selection options in the question asking about the respondents' role were adjusted to better reflect the pool of TA recipients. An option labeled “Trainee/Student” was added and the option labeled “AUCD Staff” was removed.

Fourthly, several instances of technical language were removed from the question asking the respondent to identify the type(s) of technical assistance received by the recipient. For example, “I contacted the URC with a specific rapid response TA request” was adjusted to “I contacted the URC staff with a specific request.”

Finally, the question about gender was changed to offer a third option in addition to “Male” and “Female” that offered a comment box with the label: “A gender identity not captured by the given options.” A copy of the revised Global Survey form is available in Appendix C.

## Evaluation Results

The evaluation design contains four objectives in support of the evaluation goals noted above. By reviewing the types and quantity of TA provided; UCEDD network engagement in URC TA; collaborator engagement; and the quality of the TA in terms of satisfaction, accessibility, and outcomes, this report will review the full range and extent of TA services provided and assess the extent to which the TA provided supports the UCEDDs:

- in improving UCEDD operations, performance and outcomes;
  - in maintaining/achieving statutory compliance;
  - in becoming leaders and agents of systems change, capacity building and advocacy at the international, national, state, and local levels; and
- discuss ways that evaluation data aid the URC in continuously improving services.

Evaluation results will be reviewed as they align with each of the four key objectives for the evaluation protocol.

### Objective 1: Document the types and quantity of TA provided

The URC used an excel workbook with customized formulas to track the types and quantity of TA provided. Summative data is included in the Table 3 below. A detailed breakdown TA types by topic is available for review in Appendix D.

Table 3. Summative data from TA Tracking Excel Workbook

Type of Training or TA	2017-2018	2018-2019
<b>Rapid Response Requests</b> – Total Number of Requests	357	279
<b>TA Events</b> – Total Number of Events	15	33
<b>TA Events</b> – Average Number of Participants per Event	36	42
<b>Unique Disseminations</b> – Total Number of Unique Products	12	19
<b>Unique Disseminations</b> – Average Number of Recipients per Dissemination	190	114
<b>Recurring Disseminations</b> – Total Number of Recurring Dissemination Series	6	6
<b>Recurring Disseminations</b> – Average Number of Recipients per Series (End of Year)	1682	1968
<b>Individualized Intensive TA</b> – Total Number of Intensive TA Activities	2	1
<b>Emerging Needs</b> – Total Number of Emerging Needs Identified	7	14

As you can see in Table 3, while the number of TA recipients decreased in some areas (rapid response requests and individualized intensive TA), the total number of contacts increased significantly between the 2017-2018 contract year and the 2018-2019 contract year. The primary driver of growth was the expansion of digital engagement within the six (6) regularly disseminated e-newsletters. The average subscription increased by 286 recipients between the start and end of the most recent contract year. The URC also hosted an increased number of TA events, which on average had larger numbers of attendees, and produced and disseminated more products.

Rapid response requests are an important way for the URC to identify emerging needs and trends within the UCEDD network and the disability community. Similar to the trends identified last year, federal reporting (33%), and grant application assistance (6.09%) were among the topics on which UCEDDs most often request assistance. This year, succession planning (11.11%), collaborations (8.60%) and statutory compliance (6.09%) were areas of significant need. Also similar to last year, the most often requested type of rapid response requested was information (79.34%) followed distantly by expert referrals (18.28%). The URC responded to these network priorities by developing resources in these high priority areas. The largest percentile of products disseminated by topic in 2018-2019 reflected these requests: 31.58% were on the topic of federal reporting, with additional resources focused on collaboration and statutory compliance.

Fourteen (14) emerging needs were identified through patterns in Rapid Response Requests, conversations at TA events, and input from network leaders:

1. Knowledge Translation,
2. Succession planning,
3. University relationships,
4. Impact of tax reform on trainee stipend payments,
5. Mentorship for new directors,
6. Visiting Professor Program,
7. Expert Consultants,
8. Supplemental applications,
9. Networking & promoting UCEDDs,
10. Emerging Leader and Trainee Engagement,
11. Professional Development for UCEDD faculty and staff,
12. Managed Care,
13. Expanding Faculty Base, and
14. Creative Funding.

Many of these emerging needs were addressed by TA products or events this year, and the others have been added to the URC workplan to be addressed in the 2019-2020 contract year.

Similar to the 2017-2018 contract year, there were not any language translations conducted; however, the URC did provide language interpretation services in ASL at in-person events and captioning and transcription for webinars. A goal for the coming year is to increase the number of language translations after completing development of a language access plan to guide our efforts.

## Objective 2: Monitor UCEDD experiences with and participation in TA activities - UCEDD Engagement

While it is not advisable for the URC to provide every type of TA to every UCEDD, it is positive that every center benefited from at least two or more types of URC TA in the 2018-2019 contract year, as they did the previous contract year. See Table 4 below for additional detail. The URC strives to be responsive to the unique needs of each UCEDD and tailor the amounts and types of TA that are provided to reflect their individualized circumstances. Nevertheless, every UCEDD is represented in the URC recurring dissemination listservs and receives at least tri-weekly contact from the URC with regard to resources and announcements from AUCD. Furthermore, every UCEDD participated in one or more of the URC events (which include the TA Institute and the UCEDD Directors meetings).

*Table 4: UCEDD Engagement in URC TA*

	2017-2018	2018-2019
Number of UCEDDs placing rapid response requests	67	59
Number of UCEDDs participating in URC TA Events	67	67
Number of UCEDDs receiving URC TA disseminations	67	67
Number of UCEDDs receiving intensive individualized TA	2	1
Number of UCEDDs completing the Global TA Survey	36	44
<b>Total number of UCEDDs Engaged with TA</b>	67	67

To have a richer understanding of the involvement of various UCEDDs and UCEDD network members in URC TA, the following types of analyses were conducted. First, data from the rapid response requests were analyzed for geographic representation.

Out of the total number of rapid response requests that the URC received (279), over 90% were received from UCEDD faculty, staff or trainees during the 2018-2019 contract year. These 252 requests represented 59 of the 67 UCEDDs. The frequency of contact is broken down by HHS Region and in Table 5 to the right. When looking at the number of contacts per UCEDD it is clear that the URC provides significant amounts of TA to centers in Region 7 and has much less frequent contact with centers in Region 4. This analysis was added this contract year to assist in the URC's continuous quality improvement.

*Table 5. Rapid Response Requests (RRRs) by HHS Region*

HHS Region	# of RRRs	# of RRRs Per UCEDD
1	31	4.42
2	23	3.83
3	26	4.33
4	19	1.73
5	27	3.86
6	22	3.67
7	39	9.75
8	31	5.17
9	20	2.22
10	14	2.8
<b>TOTAL</b>	252	3.8

Second, the 2018-2019 Global TA Survey responses were filtered for respondents who selected one of the following roles:

- UCEDD Director
- UCEDD Associate Director
- UCEDD Data Coordinator
- UCEDD Business/Operations Staff
- UCEDD Core Function Director/Coordinator
- UCEDD Area of Emphasis Director/Coordinator
- UCEDD Administrative Staff
- Trainee/Student

The subset of Global Survey respondents who self-identified as a UCEDD faculty, staff, or trainees (93 of the 173 responses) were analyzed for demographic data. This analysis revealed the following demographics:

*Table 6. UCEDD Faculty, Staff, and Trainee Self-Identified Demographics in 2018-2019 Global Survey*

% of UCEDD-affiliated respondents identifying with each role		% of UCEDD-affiliated respondents identifying with each gender		% of UCEDD-affiliated respondents identifying with each race and/or ethnicity		% of UCEDD-affiliated respondents identifying as having a disability	
Director	13.68% (n=13)	Male	25.64% (n=20)	White or Caucasian	85.90% (n=67)	Yes – Has a disability	19.23% (n=15)
Associate Director	9.47% (n=9)	Female	74.36% (n=58)	Black or African American	8.97% (n=7)	No – Does not have a disability	80.77% (n=63)
Data Coordinator	17.89% (n=17)	Another Gender	0.00% (n=0)	Hispanic or Latino	5.19% (n=4)		
Business/Operations Staff	3.16% (n=3)			Asian or Asian American	1.28% (n=1)		
Core Functions Director/Coordinator	18.95% (n=18)			American Indian or Alaska Native	3.85% (n=3)		
Area of Emphasis Director/Coordinator	7.37% (n=7)			Native Hawaiian or other Pacific Islander	1.28% (n=1)		
Project Director	10.53% (n=10)			Another race	1.28% (n=1)		
Researcher	7.37% (n=7)						
Administrative Staff	5.26% (n=5)						
Trainee/Student	31.58% (n=30)						
Other	8.42% (n=8)						

While it is difficult to draw conclusions from this data in the current year, these demographic analyses of TA recipients can offer a baseline for future years to determine whether URC TA is reaching culturally distinct and historically underrepresented populations in ways that align with AUCD’s values and the priorities of the DD Act.

### Objective 3: Document URC collaboration with other organizations, through partnerships, work groups, and communities of practice

URC data collection recorded 50 collaborations with other organizations, partnerships, work groups, and communities of practice throughout the contract year. This number is consistent with the 49 collaborations documented in the 2017-2018 evaluation report. Appendix D offers a breakdown of the collaborations by type and topic.

Because of these strong relationships with external partners, the URC’s training and TA activities benefit a broader segment of the disability community than just the UCEDD network. The URC engages collaborators at the local, state, and national levels. Table 7 includes a sampling of partners and collaborators that were engaged and supported by the URC this year. This list is pulled from both the global survey and the URC data collection form.

The URC has a specific focus on cultivating collaborations with DD network partners. This focused attention to DD network partnerships can be seen in the global survey results where 7.06% (n=12) of survey respondents represented DD network partners.

Beyond direct engagement in collaboration, the URC effectively promoted collaboration with and within the UCEDD network. 93.28% (n=127) of global survey respondents agree or strongly agreed with the statement “This year, the technical assistance I received (or was offered) from the URC provided an opportunity for information sharing and collaboration.”

**THE URC REMINDS US TO COLLABORATE EFFECTIVELY WITH OUR DD PARTNERS. I HAVE REACHED OUT TO OUR DD COUNCIL AND P&A AND THEY HAVE AGREED TO BEGIN MORE STRATEGIC COLLABORATION WITHIN OUR STATE.**

UCEDD Family Engagement Coordinator in the 2018-2019 Global Survey

Table 7. Examples of URC Collaborators

Organization	State
<b>Carbondale Elementary School District 95</b>	Local - IL
<b>Clermont County Board of Developmental Disabilities</b>	Local - OH
<b>School District Parent Education and Diversity Awareness Staff</b>	Local - MO
<b>The Arc/NSV</b>	Local - VA
<b>Community Support Network</b>	Local - WI
<b>Coleman Institute for Cognitive Disabilities</b>	State - CO
<b>All Our Kin</b>	State - CT
<b>LLUMC Possabilities Program</b>	State - IN
<b>Swindells Center, Providence Health &amp; Services</b>	State - OR
<b>Achieve Program, Highline College</b>	State - VA
<b>ODIC/FEMA</b>	National
<b>NDRN</b>	National
<b>NACDD</b>	National
<b>National Coalition for Latinxs with Disabilities</b>	National
<b>National Center on American Indians with Disabilities</b>	National
<b>ODEP/Labor</b>	National

## Objective 4: Assess the quality of TA provided

The quality of URC TA was measured in three domains: participant satisfaction, accessibility, and effectiveness as demonstrated by TA outcomes. All data collection tools were used to gather data on these quality indicators. The global and event surveys each offer questions related to all three domains. Of particular importance are the qualitative responses to the global TA and event surveys. The evaluation Excel workbook was used to document language accessibility of URC products, and initiative-specific evaluation protocols were used to document the outcomes of coordinated TA efforts.

### (a): Satisfaction

Similar to the previous year, participants in the URC’s TA activities in 2018-2019 were very satisfied in a range of domains. Table 8 provides the percentage of respondents who selected Agree or Strongly Agree to statements indicating overall satisfaction and satisfaction with the TA’s appropriateness to participants’ the roles, timeliness, and respectfulness.

*Table 8. Percent of Respondents who Agree or Strongly Agree with Global Survey Satisfaction Measures*

Survey Statement	2017-2018	2018-2019
<b>Q. 11 Overall, I am satisfied with the technical assistance I received (or was offered) from the URC.</b>	94.28% (n=33)	97.75% (n=130)
<b>Q5. The technical assistance I received (or was offered) from the URC this year was appropriate to my role.</b>	94.28% (n=33)	97.81% (n=134)
<b>Q9. When receiving (or being offered) technical assistance, I was treated with respect by the staff at the URC.</b>	100.00% (n=35)	98.5% (n=131)
<b>Q7. This year, the technical assistance I received (or was offered) from the URC was delivered in a timely manner.</b>	94.12% (n=32)	98.48% (n=130)

High satisfaction rates in the annual evaluation survey reflect the high satisfaction rates with individual TA events as well. Specifically, both in-person and virtual events had similarly high satisfaction rates. See Table 9 below for satisfaction rates for a sampling of the URC’s TA events throughout the contract year.

Thematic analysis of the qualitative data in the Global Survey affirms the high satisfaction rates for URC TA.

- *I have never asked a question that the URC staff couldn't answer. – 2018-2019 Global Survey Respondent*
- *The UCEDD elevator speech helped our whole staff better understand our role as a UCEDD and gave language for people to explain our role and their roles. – 2018-2019 Global Survey Respondent*

In identifying areas of URC TA that were most helpful, respondents were particularly positive about the URC’s access to federal policy expertise; NIRS TA; URC Webinars, Publications, and Newsletters; and individualized support from URC staff members. AUCD has taken steps to promote network collaboration at the international level. Global Survey respondents indicated an interest in supporting that work more directly with the UCEDD TA.

- *The AUCD public policy news that comes out weekly is our agency's "go to" for clear, factual information. Many agencies in Tennessee rely on the AUCD policy news for national policy information. – -TN Council on Developmental Disabilities Staff in the 2018-2019 Global TA Survey*

- *The assistance I've received pertaining to NIRS data entry has been the most helpful. Great team! – UCEDD Data Coordinator in the 2018-2019 Global Survey*

Themes from the qualitative responses asking for areas that URC TA could improve include: translating policy expertise to the state level, increasing leadership support to faculty and staff at UCEDDs who are in the middle of the organizational structure, continuing and expanding efforts to support UCEDDs in promoting their expertise and facilitating collaboration, and increasing accessibility of TA content by leveraging technology.

- *I would like more on the intersection of disability and race, ethnicity, income, and how to have these conversations in communities and how to address institutional racism. – UCEDD Administrative Staff in the 2018-2019 Global Survey*
- *The URC should provide a more cohesive way of showcasing different programs' objectives and assets to the public. This highlighting could be done through streamlining resources and making material easily accessible across the AUCD network's webpages rather than having audiences navigate across multiple available sources. – UCEDD Trainee in the 2018-2019 Global Survey*
- *Continue to improve accessibility of all documents and services. – UCEDD Project Director and Researcher in the 2018-2019 Global Survey*

*Table 9. Percent of Respondents who Agree or Strongly Agree with Event Survey Satisfaction Measures*

<b>Survey Statement</b>	<b>UCEDD Directors Meeting</b>	<b>Data Coordinators Meeting</b>	<b>Webinar: Infant Mental Health and Early Intervention</b>	<b>Webinar: UCEDD Program Performance Report (PPR)</b>
Q. 8. Overall, I am satisfied with this event.	93.75% (n=15)	97.75% (n=13)	100.00% (n=15)	100.00% (n=17)
Q3. The content presented at this event was appropriate to my role.	93.75% (n=15)	97.81% (n=13)	92.86% (n=13)	100.00% (n=17)
Q7. The timing of this event worked out well.	87.50% (n=14)	98.48% (n=13)	100.00% (n=15)	100.00% (n=17)

### **(b): Accessibility**

Accessibility of the URC TA is a high priority for both OIDD and AUCD. Recognizing that barriers to access come in a wide range of forms, this report will focus on URC efforts to specifically address disability-related and cultural and linguistic access. Similar to the 2017-2018 contract year, no language translation products or literacy adaptation products were developed in 2018-2019, though the URC did provide language interpretation services in ASL at in-person events as well as captioning and transcription for webinars.

In the global survey, 96.3% of respondents (n=130) agreed or strongly agreed with the statement “I felt that the technical assistance I received (or was offered) in the past 12 months was delivered in a manner that was inclusive, accessible, and culturally and linguistically competent.” When considering only the responses from people who identified as having a disability on the global survey, 100% agreed or strongly agreed that they were satisfied with the TA and that they were treated with respect by URC staff.

Of the 279 rapid responses received over the year, 12 of them related to diversity, inclusion, and cultural and linguistic competence. Providing TA through assistance with diversity, inclusion, and cultural and linguistic competence and reporting on core functions, UCEDDs increase their ability to meet the purpose of the DD Act.

**(C): Outcomes**

The global survey evaluated the outcomes of URC TA through several measures and has consistently demonstrated a positive impact on the individuals receiving TA and their centers. Specifically, 94.77% (n=134) of respondents agreed or strongly agreed with the statement “The technical assistance I received (or was offered) from the URC this year helped me perform my role better.” Furthermore, 94.57% (n=122) of respondents strongly agreed or agreed with the statement “The technical assistance I received (or was offered) from the URC enhanced my UCEDD's ability to meet the purpose of the DD Act” in the global survey. This is consistent with the previous year’s respondents when 97.15% (n=34) strongly agreed or agreed with that statement. Another question digs into detail of how the URC TA impacted respondents work and their UCEDD. It is important to note that not every TA activity is intended to meet every outcome. Each individual activity is targeted to addressing specific needs. According to the responses to the global survey question on the outcomes of TA activities in aggregate received by participants (in table 10 below), benefits of URC TA are well distributed among the variety of UCEDD needs.

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*The information I have accessed and used has helped me to be more informed in the work that I have done with our UCEDD, making me better equipped in serving Michigan individuals with disabilities and family members. - UCEDD Core functions director/coordinator in 2018-2019 Global Survey*

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Table 10: TA Outcomes

Outcomes of TA received	2017-2018 36 Respondents	2018-2019 150 Respondents
Helped me to better manage UCEDD projects	44.44% (n=16)	22.67% (n=34)
Helped me to evaluate the work of my UCEDD	27.78% (n=10)	16.00% (n=24)
Enhanced information management at my UCEDD	30.56% (n=11)	17.33% (n=26)
Enhanced the diversity, inclusion, and cultural and linguistic competence of my UCEDD	30.56% (n=11)	20.67% (n=31)
Assisted my UCEDD in achieving or maintaining statutory compliance	27.78% (n=10)	13.33% (n=20)
Helped me to position my UCEDD as a leader and agent of systems change	22.22% (n=8)	20.67% (n=31)
Helped me to position my UCEDD as a leader and agent of capacity building	22.22% (n=8)	15.33% (n=23)
Helped me to position my UCEDD as a leader and agent of advocacy	16.67% (n=6)	16.00% (n=24)
Helped me better engage with emerging topics in the disability field	50.00% (n=18)	47.33% (n=71)
Helped me better understand interdisciplinary pre-service preparation	13.89% (n=5)	12.00% (n=18)
Helped me better implement UCEDD core functions	33.33% (n=12)	22.67% (n=34)
Helped me develop my ability to collaborate with relevant peers and networks	33.33% (n=12)	40.67% (n=61)
Not applicable- I did not use TA provided by the URC in the last 12 months	0.00% (n=0)	10.67% (n=16)
None of the above	5.56% (n=2)	10.00% (n=15)

The positive outcomes for UCEDDs and UCEDD faculty, staff and trainees that were documented in the annual evaluation survey reflect similar outcomes reported in surveys following individual TA events. See Table 11 below for satisfaction rates for a sampling of the URC’s TA events throughout the contract year. In this disaggregated form, it is possible to see how each individual event confers a positive impact in targeted ways. The four events selected for

inclusion represent both in-person and virtual events and events oriented toward program leadership, program staff and a wider population AUCD network members interested in a topical area.

*Table 11. Percent of Respondents who Agree or Strongly Agree with Event Survey Satisfaction Measures*

<b>Survey Statement</b>	<b>UCEDD Directors Meeting</b>	<b>Data Coordinators Meeting</b>	<b>Webinar: Infant Mental Health and Early Intervention</b>	<b>Webinar: UCEDD Program Performance Report (PPR)</b>
<b>The content presented at this event will help me perform my role better.</b>	93.76% (n=15)	100.00% (n=14)	92.86% (n=13)	100.00% (n=17)
<b>This event increased my knowledge or awareness of information that is useful to me or my UCEDD.</b>	93.33% (n=14)	100.00% (n=14)	92.86% (n=13)	100.00% (n=17)
<b>Content shared at this event:</b>				
<b>Will help me better manage my UCEDD projects</b>	50.00% (n=8)	42.86% (n=6)	14.29% (n=2)	41.18% (n=7)
<b>Will help me evaluate the work of my UCEDD</b>	0.00% (n=0)	42.86% (n=6)	35.71% (n=5)	58.82% (n=10)
<b>Will enhance information management at my UCEDD</b>	25.00% (n=4)	92.86% (n=13)	21.43% (n=5)	70.59% (n=12)
<b>Will enhance the diversity, inclusion, and cultural and linguistic competence of my UCEDD</b>	25.00% (n=4)	14.29% (n=2)	35.71% (n=5)	5.88% (n=1)
<b>Will assist my UCEDD in achieving or maintain statutory compliance</b>	12.50% (n=2)	28.57% (n=4)	14.29% (n=2)	64.71% (n=11)
<b>Will help me position my UCEDD as a leader and agent of systems change</b>	37.50% (n=6)	14.29% (n=2)	28.57% (n=4)	11.76% (n=2)
<b>Will help me position my UCEDD as a leader and agency of capacity</b>	18.75% (n=3)	14.29% (n=2)	50.00% (n=7)	11.76% (n=2)
<b>Will help me position my UCEDD as a leader and agency of advocacy</b>	18.75% (n=3)	14.29% (n=2)	57.14% (n=8)	11.76% (n=2)
<b>Will help me better engage with emerging topics in the disability field</b>	31.25% (n=5)	14.29% (n=2)	50.00% (n=7)	5.88% (n=1)
<b>Will help me better implement UCEDD core functions</b>	0.00% (n=0)	0.00% (n=0)	42.86% (n=6)	11.76% (n=2)
<b>Will help me develop my ability to collaborate with relevant peers and networks</b>	62.50% (n=10)	28.57% (n=4)	57.14% (n=8)	5.88% (n=1)
<b>None of the above</b>	12.50% (n=2)	0.00% (n=0)	0.00% (n=0)	0.00% (n=0)

The final element of our TA outcomes are the outcomes of coordinated TA initiatives. As indicated in our TA overview, significant network needs are addressed by a coordinated suite of TA activities that will typically span several years and require a significant investment. For this reason, these initiatives are independently evaluated. The outcomes of the Diversity Fellowship NTIs and associated TA, the AUCD Leadership Academy, and the NAS NTI Pilot and associated TA are summarized below.

#### Diversity Fellowship NTIs

In the first year, 2015-2016, a total of 28 Fellows participated at 14 funded UCEDDs. In 2016-2017, 17 UCEDDs hosted 33 Fellows. In 2017-2018, 13 funded UCEDDs engaged 24 Fellows. In 2018-2019, 16 Fellows studied at 8 funded UCEDDs. Over four years, this initiative trained 101 individuals from diverse backgrounds. Fellow diversity increased across the 4 years of Diversity Fellowships. Overall, Diversity Fellows were positive about their experiences. The Fellows and Project Leads provided ample feedback and strategies that will inform the URC's technical assistance to support the UCEDD network in their efforts to increase diversity, inclusion and cultural and linguistic competence. In turn, UCEDD faculty and staff can apply the recommendations for future recruitment and engagement with culturally diverse students at their Centers. Information about the fellows and their capstone projects is available on the [Diversity & Inclusion Toolkit](#).

#### AUCD Leadership Academy

When the 2018 cohort was asked to share the most important way that the 2018 AUCD Leadership Academy activities over the past year have influenced their leadership and/or job trajectory, their responses included the following themes: provided tools of leadership, provided a language to use in regard to leadership, expanded network of colleagues, connections with other leadership academy trainees, active listening, and the importance of self-reflection.

*This experience helped me to think about my role as a supervisor and how each of my interactions with my colleagues is critical to my work. I feel renewed in my sense to lead and know that this experience will help me feel comfortable in my role as a leader as I continue on my leadership path. – 2018 Leadership Academy Attendee*

#### NAS Pilot NTI

While the full evaluation for this initiative is still in progress, the following interim outcomes have already been observed. The URC's TA to the collaborators expanded federal engagement with the initiative, increasing the number of federal agencies participating in monthly calls with the grantee partners from four in September 2018 (OIDD, CDC, HRSA, and SAMHSA) to six in September 2019 (OIDD, CDC, HRSA, SAMHSA, ACF, OSERS). The pilot project was the model for a OIDD to develop a nationally-competed NTI on the same topic in 2019, effectively scaling up the pilot project. The coalition of UCEDDs who had been awarded the pilot successfully competed for the larger-scale project. As a result of the URC TA to facilitate learning from the pilot, the successful application reflected lessons learned for the benefit of more states across the country.

## Conclusion

The second year for this comprehensive URC TA evaluation has helped to document and assess the broad range of TA activities conducted while also identifying limitations and learning opportunities and informing goals for next year. Throughout the course of the evaluation period, TA activities and scope were impacted by the priorities of the federal administration in multiple agencies, the UCEDD network, DD Network partners and other collaborators at the local, state, national, and international levels. The nature of being an effective TA provider is the fluidity and ability to respond to changing and competing needs.

## Trends Identified

In evaluating our TA activities, the URC staff are pleased to see positive trends of UCEDD and collaborator engagement, participant satisfaction, and TA effectiveness at achieving meaningful outcomes as documented by the following achievements:

- All 67 UCEDDs received some form of technical assistance;
- The URC has increased the number and diversity of collaborators at the local, state, and national levels;
- The global TA survey showed that 98% of respondents were satisfied with the technical assistance received or was offered; and
- 95% of TA participants felt the TA received helped perform their roles better.

## Limitations

A staffing shortage, the diversity of language and communication needs within the AUCD network, and technological barriers to tracking web analytics were identified as limitations in the course of the evaluation. The URC Project Director resigned in March 2019 after periods of extended family leave and a replacement was hired in June 2019. This leadership transition occurred in the midst of planning to address the UCEDD networks complex and diverse language and communication access needs. Due to the staff shortage, priorities were shifted and that impacted the URC's materials translation. While no materials were translated during this contract period, the URC did provide language interpretation services in ASL at in-person events and captioning and transcription for webinars. With the imminent finalization and subsequent implementation of a language access plan, language translation will be a priority in the coming contract year. Our original evaluation included data tracking through website analytics. Our current website does not allow these types of analytics, so the URC has undertaken a significant project to redesign and update our web presence. The new website is on track to be launched in the Spring of 2020 and will include these capabilities.

## Lessons learned

This year the URC drastically increased the dissemination of the global survey to reach every recipient of every type of TA form whom contact information was available. This expanded outreach resulted in nearly quadrupling the global survey data set and a much more comprehensive look at the extent of, engagement in, and outcomes of URC TA. Furthermore, new data analyses were added to this report that provide a richer understanding of the data. The geographic analyses of TA recipients have identified areas of higher and lower network engagement. The thematic analyses of qualitative responses to the global survey have identified new emerging needs that will be addressed in the 2019-2020 URC TA workplan. Demographic analyses of TA recipients can offer a baseline for future years to determine whether our TA is reaching culturally distinct and historically underrepresented populations in ways that align with AUCD's values and the priorities of the DD Act.

## Goals for Next Year

As the second year of the evaluation collection and summary concludes, the URC identifies four goals for the year ahead. We will first seek to improve and inform web tracking by incorporating analytics on the new TA website which will be launched in the Spring of 2020. The next goal is the finalization and implementation of a language access plan to increase the language accessibility in at least two areas of language and/or communication need. To continue to be a translational resource within the Network, the URC will continue to provide language interpretation services in ASL at in-person events and captioning and transcription for webinars. The final goal to continue meeting the technical assistance needs of UCEDDs through rapid responses, collaborations, high quality disseminations, and intensive, customized opportunities.

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*Last year, I was a self - advocate trainee. Prior to this, I had no knowledge Of the DD Act or the AUCD network. I found this program to be life-changing and the technical assistant I received enhanced my knowledge and learning. – Self Advocate Trainee in the 2018-2019 Global TA Survey*

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## List of Appendices

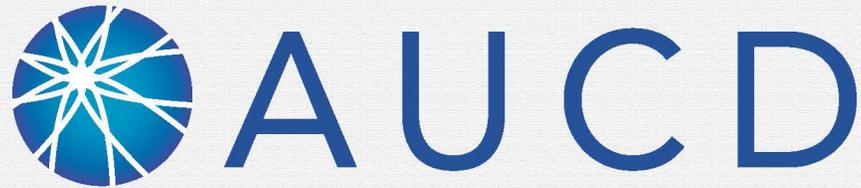
Appendix A: The AUCD Strategic Map

Appendix B: The 2018-2019 TA Summary

Appendix C: 2018-2019 Global Survey Form

Appendix D: URC TA Data Summary 2017-2019

## Appendix A: The AUCD Strategic Map



ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES

THE LEADERSHIP, EDUCATION, ADVOCACY & RESEARCH NETWORK

The Association of University Centers on Disabilities (AUCD) is a diverse network of people with disabilities, families, educators, researchers, advocates, and professionals.

AUCD is a strong presence in every U.S. state and territory, and grows leaders who have the skills to make a difference throughout the world.

In partnership with people with disabilities, AUCD promotes inclusion, dignity, respect, equity, justice, health, and well-being across the lifespan in all communities.



## Appendix B: The 2018-2019 TA Summary

# 2018-2019 Summary of TA Activities

Contract # HHSP233201600066C  
Performance Period: 9/30/2016 - 9/29/2021



This document summarizes TA activities previously reported to OIDD as part of monthly workplan updates. The summary is organized by the objectives and the tasks and activities of the strategic plan enabling it to be easily compared to the contract itself. The summary provides an overview of the TA Activities and associated deliverables and deadlines.

## **Period of Performance:**

Option Period 2 (Year 3): 9/30/2018 - 9/29/2019

## **List of key individuals from OIDD and AUCD referenced in the plan:**

AIDD, Contracting Officer's Representative (COR) - Pamela O'Brien (PO)  
AUCD, Executive Director - Andy Imparato (AI)  
AUCD, Principal Investigator - Dawn Rudolph (DR)  
AUCD, Sr. Program Manager - Jessica Drennan (JD)  
AUCD, Sr. Program Manager - Sarah Peterson DeMaio (SPD)  
AUCD, Resource & Dissemination Manager - Anna Costalas (AC)  
AUCD, Data Support Manager - Natalie Martinez (NM)  
AUCD, Program Manager - Dorothy Garcia (DG)  
AUCD, Sr. Program Specialist - Christine Liao (CL)  
AUCD, Program Specialist - Luis Valdez (LV)  
AUCD, Finance Director - E. Troy Washington (TW)

	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
<b>Objective 1: Project Management and Evaluation</b>				
1.a.1.	5-year strategic plan	11/30/2016	5-year strategic plan	Completed in Base Year
1.a.2.	Annual work plan	10/1/2018	Annual work plan	The URC workplan was revised for the new contract year and sent to OIDD COR in October 2018.
	Orientation meeting with OIDD	10/12/2018	Orientation meeting with OIDD	The orientation call was held 10/25/2018.
1.b.1.	Monthly updates	10th of each month, for activities of prior month	Monthly work plan update Due 10th of each month, or prior to monthly meeting, whichever is sooner  Monthly invoicing	URC updates were provided to OIDD COR on a monthly basis on or before the 10th of each month. Monthly invoices were also provided. The URC team added Troy Washington (November 2018) and Sarah DeMaio (June 2019) during the 2018-2019 contract year. Departing team members this year include Jessica Drennan (March 2019) and Christine Liao (August 2019)
1.b.2.	Monthly meetings with OIDD	5 business days after each monthly meeting	Meeting minutes	Monthly calls were held with COR to share emerging issues and provide verbal updates. All minutes were sent in a compliance with the deadline.
1.c.	Annual evaluation report	10/31/18 for prior contract year	Annual evaluation report	The 2017-2018 Evaluation Report was submitted on November 16, 2018. The next report will be submitted by October 31, 2019 covering the period 9/30/18-9/29/19. The global TA survey to solicit feedback from all TA recipients was sent on 9/10/19 with two reminders ahead of the 9/30/19 survey close date. There were 135 complete responses.
<b>Objective 2: Knowledge Development, Sharing and Transfer</b>				
2.a.	Maintain and update T/TA website	9/29/2019	UCEDD Resource Center (URC) website ( <a href="http://www.aucd.org/urc">http://www.aucd.org/urc</a> )  Emerging Leaders website ( <a href="https://www.aucd.org/emergingleaders/home">https://www.aucd.org/emergingleaders/home</a> )	URC website was kept current with all new products and resources uploaded to the existing page. URC updates included a range of digital language corrections related to the ACL reorganization that was effective on August 1. URC website redesign underway; anticipated completion date March 2020.  The Emerging Leaders website has been updated with new resources and content when relevant including a new tip sheet that explains the difference between education and advocacy/lobbying.

2.b.	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
	Develop and deliver high-quality trainings	Quarterly; as approved	Meeting materials and/or evaluation summaries	<p><b>Webinars held this contract year include:</b>                      Best Practices in Accessibility for Training and Dissemination (Archived in October 2018)                      How Does Infant Mental Health Support the Work of Part C/Early Intervention? (Archived in October 2018)                      ABLE: Basics: How it Works (October 2018)                      ABLE: The Big Picture (October 2018)                      Enhancing Your Leadership Opportunities with the Council on Leadership &amp; Advocacy (COLA) (October 2018)                      Coffee &amp; TA: Community Training for UCEDDs (February 2019)                      Graphic Recording and Facilitation (April 2019)                      2019 AUCD Trainee End of the Year Webinar: Maximizing Your Training Experience (April 2019)                      UCEDD Program Performance Report (PPR) (May 2019)                      Power to the Profession: EIEC (May 2019)                      Coffee &amp; TA: Technical Assistance Provided by UCEDDs (June 2019)                      FY2020 NIRS Roll-out Webinar (August 2019)                      Including the AUCD Trainee Orientation Modules in your Curriculum (August 2019)                      NEW EI/ECSE Standards- Why? When? Next Steps (September 2019)                      Violence and Mental Illness: The Real Story (September 2019)                      2019 Welcome Webinar: Connect and Get Involved with AUCD! (September 2019)</p>
	TA Institute	6/30/2019	Meeting, materials, and evaluation summaries	<p>The TA Institute in March 2019 featured a leadership training by Matthew Williams. Session notes have been posted to the website and circulated to the network as resource for network. The 2020 TA Institute is to be held March 11-12 at the Crowne Plaza-Crystal City. A planning committee has been formed.</p>
	Orientation for new UCEDD Directors	9/29/2019	Meeting, materials, and evaluation summaries	<p>URC staff held 1-1 calls with new directors from the summer 2018 cohort and also had TA calls with them as a peer cohort throughout the 2018-2019 contract year. A New Directors Orientation was held June 3-4, 2019 for 5 new directors. Meeting materials were provided to OIDD and continue to be available upon request. A first quarterly follow up call with this cohort was held in September 2019.</p>
	Orientation for New Data Coordinators	9/29/2019	Meeting, materials, and evaluation summaries	<p>URC staff held a NIRS Demo for new coordinators on 10/17/18. The archive of this orientation was circulated to the network. Recordings and scripts were completed for a permanent set of online orientation modules for the new NIRS database. Video modules are in the recording and editing process with an expected release date of late fall 2019.</p>
	Leadership training for UCEDD staff & faculty	7/31/2019	Meeting, materials, and evaluation summaries	<p>The 2019 AUCD Leadership Academy was held in Atlanta, GA from June 23 to 26. Between November and March GSU and AUCD recruited 34 applications; after being reviewed in March, we accepted a diverse set of 24 network members or partners for the 2019 cohort. Preparation in advance of the event involved 2 pre-training webinars, and follow up after the event will include quarterly peer cohort calls.</p>

	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
	TA meetings at AUCD conference <i>Territories</i> <i>Data Coordinators</i> <i>Business Managers</i> <i>Trainee networking session</i> <i>Joint Directors</i> <i>UCEDD Directors</i> <i>Diversity Fellows dinner</i> <i>Trainee focus group</i> <i>Diversity Fellows Poster Symposia</i> <i>Leadership Alumni dinner</i> <i>UCEDD 5-year planning</i> <i>Early Childhood SIG</i> <i>Aging SIG</i> <i>Trainee-Professional networking</i> <i>Leadership Academy breakfast</i> <i>URC Office hours</i> <i>NIRS exhibit table</i>	12/31/2019	Meeting, materials, and evaluation summaries	All TA meetings at the 2018 conference were held as scheduled, and individual meeting evaluations for Directors, Data Coordinators and Territories meetings were completed and submitted to the OIDD COR. Planning has begun for TA meetings to be held at the 2019 conference.
	Tip Sheets	9/29/2019	Final tip sheets	Tip Sheets completed and disseminated this year include: Continuing Education for UCEDDs, Community Training for UCEDDs, Technical Assistance Provided by UCEDDs, Interdisciplinary Pre-service Prep, and Leveraging funds through sole source contracting
2.c.	Develop and disseminate current and relevant resources to national network	Monthly through 9/29/2019	Relevant resources including: Announcements e-newsletter, Resources e-newsletter, Funding opportunities e-newsletter, AUCD360 e-newsletter, Disability Policy News InBrief, and other information as appropriate	All resources went out as scheduled. The URC is currently reaching 2024 people with Announcements (semi-weekly), Funding Opportunities (weekly) and Resources (weekly); 2,304 people with AUCD 360 (monthly); 1,815 people with Disability Policy News InBrief (weekly); and 1,560 people with the trainee news disseminations (bi-monthly).
2.d.	Rapid response and operational support to UCEDDs	Monthly through 9/29/2019	Monthly update in work plan	279 Rapid Response Requests were received and addressed this contract year.
2.e.	Provide individualized T/TA to UCEDDs	As approved	Draft TA Plan, summary report, 1-year follow-up report	The URC provided in depth, individualized TA, which included a site visit, to one UCEDD to address leadership and transition issues.

	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
<b>Objective 3: Strengthening Peer-to-Peer Contacts and Networking</b>				
3.a.	Establish and maintain cadre of UCEDD experts	9/29/2019	List of UCEDD experts	<p>Expert list being drawn from TA institute and conference speakers. Informal discussions have begun with a variety of current and past network members to serve as expert consultants in areas of their expertise (e.g. David Mank in university relations, Ted Kastner on medicaid and managed care).</p> <p>When a rapid response request requires it, URC staff will develop reports on network expertise. This contract year, the URC developed and disseminated 15 such reports to advise policy makers, network members and other concerned parties. This contract year such reports have been organized on the topics of Guardianship and Supported Decision Making; Assistive Technologies; and Transportation, Accessible Design, and ADA Compliance. The report "UCEDD Network Engagement in ABLE Act Implementation Efforts" was put through a process for public dissemination and was well received. This publication process is likely to be formalized and repeated in the next contract year for reports with a particularly broad appeal.</p>
3.b.	Support peer-to-peer networking	9/29/2019	UCEDD Directory. NIRS public search.	<p>After discussions with the Data Coordinators and the UCEDD Promotion Workgroup, a Staff + Network working group was formed to revise the Directory and NIRS Public Search functions to better facilitate connection to and between network members.</p> <p>A wide range of individual connections have been made between network peers to pursue funding and/or engage in research, problem solve, and share resources.</p> <p>NIRS was upgraded to enable centers to upload annual reports to directory and to enable directory search results to be downloaded.</p>

<b>Objective 4: Collaboration</b>				
4.a.	Partner-focused working relationship between OIDD and AUCD	9/29/2019	Electronic work plan outlining shared goals/accountability	<p>Workplan updates were shared with OIDD monthly in written and verbal form.</p> <p>The URC is an active participant in the Friends of ACL group.</p> <p>The URC reviewed QRS guidebook for the site visit review tool and is prepared to implement 5-year reporting structure in NIRS after OIDD confirms OMB approval of reporting measures.</p> <p>URC staff submitted a proposal to Sidem, LLC to assist in translating the DD Act and OIDD Biennial Report to Congress into plain language.</p>
	Foster effective partnership between OIDD and UCEDDs	9/29/2019	Partnership activities and outcomes (individualized per partner)	<p>OIDD staff Julie Hocker and Pam O'Brien participated in the UCEDD directors meeting at the AUCD conference in 2018.</p> <p>The URC submitted nominations for network member to serve on ACL Family Caregiving Advisory Council.</p> <p>The URC provided regular updates to OIDD regarding emerging needs within the UCEDD network and facilitated communication regarding continuation applications being substituted with supplemental application and PPRs.</p>
	Coordinate across federal agencies to develop, test, and evaluate a pilot NAS training model	10/1/2018	Planning meetings	Task completed.

	<b>Tasks and Activities</b>	<b>Deadline</b>	<b>Deliverable(s)</b>	<b>Summary of TA Activities</b>
	Coordinate communications on NAS with federal partners to identify NAS efforts, priorities, gaps	10/1/2019	Monthly update meetings	Task completed with monthly coordination calls between the NAS grantees and relevant federal partners.
4.b.	Partner-focused working relationship with UCEDDs for improved UCEDD operations, performance, outcomes, compliance, positioning as agents of systems change, capacity building, advocacy at all levels	9/29/2019	Established Project Advisory Committee (PAC)  TA Institute planning committee  UCEDD Directors Mtg Planning cmtc  Letters of support for UCEDD applications for leveraging funds  Recommendations for UCEDD experts to join national advisory groups, give testimony, etc.  Business Managers Listserv  Engaging Councils in TA activities: CEDC CORE COLA MCC NTDC	A URC PAC was established and calls for Strategic planning and Annual Reviews were completed in January and August respectively.  The URC held planning calls with network members serving on the planning committee for UCEDD Directors meeting at AUCD2018 conference and the 2019 TA Institute.  15 letters of support were written this year for UCEDDs seeking to leverage additional funding.  The URC brokered introductions and recommended UCEDD experts for the National Quality Forum, Child Neurology Foundation, Federal Communications Commission, and the US Commission on Civil Rights. Solicited 2 UCEDD members to apply for FEMA National Advisory Committee  Opportunities for UCEDD trainees to engage as emerging leaders in each AUCD Council have been identified.
	PAC Strategic Planning Meeting	11/30/2019	Meeting agenda and minutes	The URC PAC strategic planning call was completed in January 2019.
	PAC Annual Review Meeting	8/31/2019	Meeting agenda and minutes	The URC PAC annual review call was completed August 20, 2019.
	Develop RFA for UCEDDs to address NAS	10/1/2019	NAS RFA	Task completed.
	Develop subcontract with UCEDD awarded to address NAS	-11/15/2018 -3/1/2019 -10/30/2019	-NAS Subcontract -Completed curriculum with preliminary recommendations -Final report	Awardee selected, notified, and info shared with federal partners. Subcontract developed. A final report on the initiative is in progress.
	Meet monthly with UCEDD and federal agency staff to share NAS project knowledge, lessons, recommendations	9/29/2019	Monthly meetings with UCEDD, URC, federal stakeholders  Meeting minutes	Monthly coordination calls were supported throughout the contract term.

	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
4.c.	Partner-focused working relationship with DD Council and P&A TA providers	9/29/2019	Quarterly meetings	Shared code to waive AUCD conference fee for one TA staff each from NACDD and NDRN. The URC staff participated in and contributed to regular TA partner calls held with NDRN, NACDD, and SABE/SARTAC
	Address issues related to DD network collaboration	9/29/2019	Identification of issues TA addressing issues	Collaborated with NACDD & NDRN on language access planning; obtained several sample plans from DD Councils. Introduced NACDD TA staff to NARIC TA staff to support translating TA materials to Spanish. The URC staff also shared evaluation protocols and resources with NACDD and NDRN.
	Address pressing disability issues in the States/Territories	9/29/2019	Annual Territories' meeting Identification of disability issues TA addressing disability issues	The November Territories meeting agenda was developed according to priorities communicated by Territories and addressed Zika, disaster response, policy priorities, national data collections, and research capacity building. An additional Territories meeting was held immediately following TA Institute to discuss approach for meeting at the AUCD fall conference. It was agreed that the UCEDD leadership from the territories would take a greater lead with URC staff playing a support role.
	Partner with UCEDDs and other relevant entities and programs to improve outcomes for PWD.	9/29/2019	Disseminate findings of partnership to UCEDD network, and networks identified by fed partners	The URC promoted a call for advisory committee members for the SMI NTI project and provided a meeting room at AUCD conference for day-long meeting of SMI NTI partnering UCEDDs. The URC provided input to AADMD on experiences of direct support professionals' implementation of DNR orders, and related challenges and connected with Michael Hammond, VP of Product & Partnership Development, Public Sector Behavioral Health, Complex Populations, at Optum regarding partnering with UCEDD experts to inform systems of MLTSS for PWIDD. Two grant applications were written in collaboration with 3 UCEDDs to assist with leveraging funds for systems change and capacity building for employment.
	Partner with UCEDDs and other relevant entities and programs -HCBS settings rule implementation	9/29/18	Partner with ACL, CMS, UCEDDs to track and provide updates on state-specific and federal actions re: HCBS settings rule	URC staff attended regularly scheduled calls with federal stakeholders to track the issues around HCBS settings rule implementation and communicated with UCEDD directors in relevant states of heightened scrutiny processes. URC staff sent new guidance on heightened security settings to UCEDD directors and explored the possibility of a SIG for HCBS in addition to working with a UCEDD on their comments submission for residential settings that are adjacent to institutions.
4.d.	Identify and address emerging priorities and needs	9/29/2019	Identification of emerging needs	URC Leadership Consultant, Matthew Williams, incorporated UCEDD Director feedback from a workshop at the TA institute into toolkit for incoming and prospective new UCEDD Directors.  Several network members requested guidance for supplemental applications be comprehensive and thorough when first distributed, as they experience difficulty processing the required information with new information and guidance shared every couple days.  Topic of trainee stipend impact from tax reform, and also HR primer for university roles, are needs identified by PAC. University relationships are another topic identified.  New emerging needs identified at TA Institute include mentoring program, visiting professor program, and an expert consultant program.

Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
Convene groups of experts, including from UCEDDs and fed agencies	9/29/2019	Expert meeting, workgroup, or other convening DBDB SIG EC SIG Aging SIG Family Support SIG Mental Health SIG Healthcare Transition Workgroup	DBDB, EC, Aging, Family Support, and Mental SIGs met in 2018 and will meet again in-person for the 2019 AUCD Conference in November. MCHB and LEND partners, ODIC/FEMA staff, PNS Grantees, and LU RRTC all participated in respective topical sessions in Territories meeting at AUCD2018.  A new topical workgroup for network members focused on healthcare transition has met monthly since April 2019 and has drawn interest from across the network.
Identify and discuss emerging issues and practices	9/29/2019	Minutes from expert convening and/or iterative drafts of expert-informed TA materials	Roundtable discussions at November UCEDD Directors meeting addressed the following needs: 1. How to recruit and meaningfully involve affiliated faculty 2. Knowledge translation (KT) and marketing, and the difference between them 3. UCEDD core funds: use in addressing emerging issues & program development 4. Administrative and organizational tools that facilitate smooth operations 5. Transitioning to a responsibility center budget management model 6. Succession planning: how to address a gap in the pipeline, and how to retain Associate Directors who may be recruited for vacant Director positions elsewhere 7. Protecting the integrity of the UCEDD within the host University 8. Partnering with Minority-Serving Institutions 9. Embedding Cultural Diversity and Cultural and Linguistic Competence: resources and tools to support UCEDDs in their journey 10. TA Tool: Messaging to Promote UCEDDs within University  Discussions at TA Institute Addressed the following emerging needs: Leveraging Relationships, Creating a UCEDD CV, Creative Funding, Diversity, Expanding Faculty, Hiring, Policy work, Innovative Partnerships, Managed care and Professional Development

Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
Develop guidance or other TA resources on emerging issues	9/29/2019	TA addressing emerging needs	<p><b>Tip Sheets and Products developed:</b>                      Tip Sheet: Continuing Education for UCEDDs                      Tip Sheet: Community Training for UCEDDs                      Tip Sheet: Technical Assistance Provided by UCEDDs                      Tip sheet: Interdisciplinary Pre-service Prep                      UCEDD grant writing and reporting timeline                      UCEDD University messaging tool                      Elevator speech infographic                      TA Tips: Leveraging funds through sole source contracting                      UCEDD PPR (Annual Report) Guidebook                      2019 UCEDD Logic Model &amp; Data Points in NIRS                      Network engagement guide                      New Directors Toolkit (in development)                      TA Institute notes on Leveraging Relationships, Creating a UCEDD CV, Creative Funding, Diversity, Expanding Faculty, Hiring, Policy work, Innovative Partnerships, Managed care and Professional Development</p> <p>UCEDD Directors Salary tri-annual report is under development. Survey was updated and sent to all directors and co-directors to gather data.</p>

**Objective 5: Information Management**

5.a.	Provide web-based info management system	9/29/2019	Web-based National Information and Reporting System (NIRS)	NIRS was shutdown on 7/31/2019 for annual updates. Deployment testing began on 8/1/19 and finished on 8/5/2019. NIRS is now, once again, available 24/7 for data entry by network members.
5.b.	Establish plan for updates to web-based information management system	12/1/2018	Plan for updates	Requested upgrades were reviewed, prioritized, sent to development, and deployed. Webinars demonstrating the updates were held in May 2019 and August 2019.
5.c.	Manage web-based info management system that supports UCEDD reporting	9/29/2019	Web-based National Information and Reporting System (NIRS)	Data entered in NIRS populates UCEDD PPR.
5.d.	Establish and manage reporting	9/29/2019	NIRS PPR function	PPRs have been submitted to Grant Solutions. Copies of each Center's PPR have been delivered directly to ACL staff.
5.e.	Provide T/TA to UCEDD and OIDD on PPR	Monthly through 9/29/2019	Provision of TA	URC staff responded to over 100 rapid response requests on UCEDD federal reporting. Updates to TA documents in support of FY 2020 updates is ongoing. Quarterly calls have been hosted for Data Coordinators to collectively troubleshoot issues with URC staff.
5.f.	Manage public search of UCEDD projects and products	9/29/2019	Public NIRS Search function	See above, this feature, while still supported, is under review for considerable updates and revisions to facilitate more robust connections across the network.
	Data file	8/30/19	Access database file of all UCEDD data	The data file was sent to OIDD on 8.5.19.

	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
5	Maintain compliance with BOD-18-01 incl. email/web security	9/29/2019	Confirmation of compliance	The URC worked with an IT vendor to complete final steps of email security compliance. All security compliance requirements have been met and maintained.

**Objective 6: Diversity and Inclusion and Cultural and Linguistic Competence**

6.a.1.	Update Diversity & Inclusion Toolkit	Monthly through 9/29/2019	Diversity and Inclusion Toolkit	The Diversity and Inclusion toolkit was refreshed with a new flow. Regular updates have been made and disseminated to the network on a monthly basis.
6.a.2.	Provide TA to NTI Diversity Fellowship Program	On-going through 9/29/2019	Orientation Meeting. Face-to-face meeting at AUCD annual conference.	At 2018 AUCD conference, the URC hosted an informal Diversity Fellows dinner with FY'18 and FY'19 fellows. 16 Fellows were identified for the FY'19 cohort. The URC hosted a kickoff call and quarterly follow up calls with PIs and Project Leads with OIDD. Relevant information has been added to the website. Regular emails have been sent to the listserv. With consideration for the fact that there are no plans for any future funding for this initiative, TA focused on sustainability in the spring semester.
	Evaluation for NTI Diversity Fellowship Program	9/29/2019	Evaluation report	All fellows and project leads have completed the survey. The evaluation report was completed and submitted.
6.b.	Cultivate partnerships	9/29/2019		Corey Moore of LU/RRTC will be joining the Territories meeting to discuss efforts to increase disability research capacity in MSIs. Needs assessments have been completed for AS and USVI UCEDDs. URC staff met with Diana Echenique, Sr. Program Analyst, Hispanic/Latino Communities at HHS Office of Minority Health Resource Center and Marta Garcia of NARIC on 4/26/19 to exchange information about respective TA efforts. The URC partnered with Office of Minority Health/HHS to be a placement site for a Youth Health Equity Model of Practice (YHEMOP) summer intern in 2019.
	Develop Language Access Plan and provide TA to network	11/2019	Partnership with Experts Language Access Plan TA Activity	The URC completed a subcontract with Tawara Goode & Wendy Jones to consult and provide expertise for this effort. The OMH intern placed at the URC worked on the development of a Language Access Plan, synthesizing research, staff and network input into a draft plan. Other URC staff will be finalizing and implementing the plan over the next few months. URC staff intend to then develop training activity to inform network on process and lessons learned in developing the language access plan.
	Develop Accommodations Policy and Accessibility Guide and provide TA to network	11/2019	Partnership with Experts Accommodations Policy Accessibility Guide TA Activity	AUCD Accommodations Policy has been developed and finalized. In this process we interviewed AUCD staff who assisted with developing accommodations policy. The URC plans to develop a training activity to inform network on process and lessons learned in developing an accommodations policy
	Develop cultural learning exchange and provide TA to network	11/2019	Partnership with Experts Cultural Learning Exchange TA Activity	URC staff have conducted background research into cultural learning exchanges.

## Appendix C: 2018-2019 Global Survey Form

Technical Assistance Evaluation

You are receiving this survey because our records indicate that, at some point in the past 12 months, you received technical assistance from an AUCD staff member. If you have received this survey more than once, please only respond once.

Questions included in this survey ask specifically about the technical assistance provided by the UCEDD Resource Center (URC) at AUCD. As you decide on responses to these questions, please think only about technical assistance you have received from the URC, and NOT about other services provided by AUCD (such as lobbying, LEND technical assistance, the AUCD Policy Committee, etc).

The survey should take about 10 minutes to complete. This survey is important because the URC will use the information it collects to improve the technical assistance it provides. The URC will also report aggregated results of the survey to OIDD as part of an evaluation report for our TA contract.

The deadline to complete this survey is September 30, 2019.

This survey is intended to be anonymous. However, there is an option to add your name and contact information at the end of the survey. Submitting your name and contact information will indicate to AUCD TA staff that you'd like specific follow up on any items that you enter regarding TA needs. You are welcome to keep your name off of the survey and contact [Sarah DeMaio](#) directly with TA needs or any questions or concerns about this survey.

1. Please indicate your center or program by name, institution and state.

Center or Program Name	<input type="text"/>
Institution or Organization Name	<input type="text"/>
State/Province	<input type="text" value="-- select state --"/>

---

2. Please select your role (check all that apply):

UCEDD director

Project director

UCEDD associate director

Researcher

UCEDD Data coordinator

UCEDD Administrative staff

UCEDD Business/operations staff

Trainee/Student

UCEDD Core functions director/coordinator

Federal Partner

UCEDD Area of emphasis director/coordinator

DD Network Partner

Other (please specify):

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**3. What type(s) of technical assistance did you receive from the URC in the last 12 months?**

- I attended a TA event (for example new directors orientation, TA meetings at the annual conference)
- I attended a webinar (for example the webinar for new data coordinators)
- I participated in a TA work group or collaboration coordinated by the URC
- I contacted URC staff with a specific request
- I requested intensive TA (such as a site visit)
- I received an expert referral from URC staff
- I used the NIRS directory or NIRS public search
- I used a product developed by the URC, such as a tip sheet, article, toolkit, FAQ list, or video webinar recording
- I read announcements or newsletters from the URC (for example, the announcement e-newsletter, AUCD 360 e-newsletter, Disability Policy News InBrief)
- I did not use TA provided by the URC in the last 12 months.
- I received another type of TA from the URC (please specify):

4. Please check all the boxes that apply below, when thinking about **all of the technical assistance you received from the URC in the past 12 months. The technical assistance I received in the past 12 months:**

- |  |   |
|--|---|
| <input type="checkbox"/> Helped me to better manage UCEDD projects   | <input type="checkbox"/> Helped me to position my UCEDD as a leader and agent of advocacy             |
| <input type="checkbox"/> Helped me to evaluate the work of my UCEDD  | <input type="checkbox"/> Helped me better engage with emerging topics in the disability field         |
| <input type="checkbox"/> Enhanced information management at my UCEDD   | <input type="checkbox"/> Helped me better understand interdisciplinary pre-service preparation        |
| <input type="checkbox"/> Enhanced the diversity, inclusion, and cultural and linguistic competence of my UCEDD | <input type="checkbox"/> Helped me better implement UCEDD core functions                              |
| <input type="checkbox"/> Assisted my UCEDD in achieving or maintaining statutory compliance                    | <input type="checkbox"/> Helped me develop my ability to collaborate with relevant peers and networks |
| <input type="checkbox"/> Helped me to position my UCEDD as a leader and agent of systems change                | <input type="checkbox"/> Not applicable- I did not use TA provided by the URC in the last 12 months   |
| <input type="checkbox"/> Helped me to position my UCEDD as a leader and agent of capacity building             | <input type="checkbox"/> None of the above  |

5. The technical assistance I received (or was offered) from the URC this year was appropriate to my role.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

6. The technical assistance I received (or was offered) from the URC this year helped me perform my role better.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

7. This year, the technical assistance I received (or was offered) from the URC was delivered in a timely manner.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

8. This year, the technical assistance I received (or was offered) from the URC provided an opportunity for information sharing and collaboration.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

9. When receiving (or being offered) technical assistance, I was treated with respect by the staff at the URC.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

10. The URC strives to provide technical assistance that is culturally and linguistically competent and accessible to all people. I felt that the technical assistance I received (or was offered) in the past 12 months was delivered in a manner that was inclusive, accessible, and culturally and linguistically competent.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

11. Overall, I am satisfied with the technical assistance I received (or was offered) from the URC.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

12. The technical assistance I received (or was offered) from the URC enhanced my UCEDD's ability to meet the purpose of the DD Act.

Strongly Agree

Agree

Disagree

Strongly Disagree

13. Do you have recommendations for other types of technical assistance that the URC could provide?

14. Thinking back on all the technical assistance you've received from the URC in the past 12 months, what has been most helpful? Why?

15. Thinking back on all the technical assistance you've received (or been offered) from the URC in the past 12 months, what could the URC do to improve its technical assistance?

16. Earlier, you indicated that the technical assistance you received from the URC enhanced your UCEDD's ability to meet the purpose of the DD Act. We would appreciate if you would provide a brief description of a concrete example of how this happened and so that we may share with OIDD.

17. Gender

- Female
- Male
- A gender identity not captured by the given options:

18. What is your race (please check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> White or Caucasian        | <input type="checkbox"/> American Indian or Alaska Native          |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Native Hawaiian or other Pacific Islander |
| <input type="checkbox"/> Hispanic or Latino        | <input type="checkbox"/> Another race                              |
| <input type="checkbox"/> Asian or Asian American   |  |

19. Are you Hispanic or Latino origin?

- Yes
- No

20. Do you, yourself, have a disability?

- Yes
- No

21. Optional: If you would like direct follow up on any of the TA items that you mentioned in this survey, you can enter your contact information here or contact Sarah DeMaio, URC Senior Manager, at [sdemaio@aucd.org](mailto:sdemaio@aucd.org).

Name

Email Address

Phone Number

## Appendix D: URC TA Data Summary 2017-2019

## Rapid Response Request Data Summary

	2017-2018		2018-2019	
	Total	Percentage	Total	Percentage
<b>Number of requests</b>	<b>357</b>	<b>100.00%</b>	<b>279</b>	<b>100.00%</b>
<b>Requests by topic: core function</b>				
Interdisciplinary pre-service training	27	7.56%	25	8.96%
Community services – training and TA	37	10.36%	18	6.45%
Community services – model and	8	2.24%	11	3.94%
Research and evaluation	31	8.68%	11	3.94%
Public policy development and analysis	12	3.36%	8	2.87%
Information dissemination	25	7.00%	12	4.30%
<b>Requests by topic: organizational competency</b>				
University relations	10	2.80%	7	2.51%
Statutory compliance	7	1.96%	17	6.09%
Measurement and evaluation of UCEDD	1	0.28%	3	1.08%
Activity planning and evaluation	9	2.52%	15	5.38%
Grant application assistance	51	14.29%	17	6.09%
Federal partner communications	3	0.84%	12	4.30%
Federal reporting	118	33.05%	118	42.29%
Succession planning	16	4.48%	31	11.11%
Other personnel management	4	1.12%	5	1.79%
Leveraging funds and sustainability	7	1.96%	14	5.02%
CAC training	4	1.12%	6	2.15%
Operations and financial management	2	0.56%	7	2.51%
Collaborations	27	7.56%	24	8.60%
Strategic planning	2	0.56%	5	1.79%
Diversity, inclusion, and cultural and linguistic competence	20	5.60%	12	4.30%
<b>Requests by type</b>				
Information	303	84.87%	213	76.34%
Materials	36	10.08%	35	12.54%
Expert referrals	59	16.53%	51	18.28%
Training	3	0.84%	1	0.36%
Intensive consultation	0	0.00%	8	2.87%
Workgroup	2	0.56%	1	0.36%
Other	7	1.96%	6	2.15%

## Collaboration Data Summary

	2017-2018		2018-2019	
	Total	Percentage	Total	Percentage
<b>Number of collaborations</b>	49		50	
<b>By topic: core function</b>				
Interdisciplinary pre-service training	7	15.22%	5	10.00%
Community services – training and TA	7	15.22%	14	28.00%
Community services – model and demonstration	0	0.00%	1	2.00%
Research and evaluation	7	15.22%	15	30.00%
Public policy development and analysis	2	4.35%	7	14.00%
Information dissemination	5	10.87%	6	12.00%
<b>By topic: organizational competency</b>				
University relations	1	2.17%	2	4.00%
Statutory compliance	1	2.17%	1	2.00%
Measurement and evaluation of UCEDD effectiveness	0	0.00%	0	0.00%
Activity planning and evaluation	5	10.87%	2	4.00%
Grant application assistance	0	0.00%	1	2.00%
Federal partner communications	3	6.52%	1	2.00%
Federal reporting	1	2.17%	0	0.00%
Succession planning	4	8.70%	1	2.00%
Other personnel management	0	0.00%	0	0.00%
Leveraging funds and sustainability	8	17.39%	15	30.00%
CAC training	0	0.00%	1	2.00%
Operations and financial management	2	4.35%	0	0.00%
Collaborations	15	30.43%	22	44.00%
Strategic planning	0	0.00%	2	4.00%
Diversity, inclusion, and cultural and linguistic	12	26.09%	6	12.00%
<b>Number of meetings</b>	<b>143</b>	<b>n/a</b>	<b>145</b>	<b>n/a</b>

## TA Event (recurring and non-recurring) Data Summary

	2017-2018		2018-2019	
	Total	Percentage	Total	Percentage
<b>Number of events</b>	<b>15.00</b>		<b>33.00</b>	
<b>Average number of participants per event</b>	<b>36.00</b>		<b>42.39</b>	
<b>Number of participant hours</b>	694.50		16917.25	
<b>Events by topic: core function</b>				
Interdisciplinary pre-service training	7.00	46.67%	12.00	36.36%
Community services – training and TA	0.00	0.00%	5.00	15.15%
Community services – model and demonstration services	0.00	0.00%	1.00	3.03%
Research and evaluation	1.00	6.67%	4.00	12.12%
Public policy development and analysis	0.00	0.00%	1.00	3.03%
Information dissemination	3.00	20.00%	11.00	33.33%
<b>Events by topic: organizational competency</b>				
University relations	0.00	0.00%	2.00	6.06%
Statutory compliance	0.00	0.00%	3.00	9.09%
Measurement and evaluation of UCEDD effectiveness	0.00	0.00%	0.00	0.00%
Activity planning and evaluation	0.00	0.00%	1.00	3.03%
Grant application assistance	1.00	6.67%	1.00	3.03%
Federal partner communications	0.00	0.00%	2.00	6.06%
Federal reporting	0.00	0.00%	5.00	15.15%
Succession planning	0.00	0.00%	4.00	12.12%
Other personnel management	0.00	0.00%	0.00	0.00%
Leveraging funds and sustainability	0.00	0.00%	0.00	0.00%
CAC training	0.00	0.00%	1.00	3.03%
Operations and financial management	1.00	6.67%	0.00	0.00%
Collaborations	1.00	6.67%	7.00	21.21%
Strategic planning	0.00	0.00%	0.00	0.00%
Diversity, inclusion, and cultural and linguistic competence (including requests for literacy adaptation and language translation services)	2.00	13.33%	7.00	21.21%

## Unique Product Development and Dissemination Data Summary

	2017-2018		2018-2019	
	Total	Percentage	Total	Percentage
<b>Number of unique products developed</b>	12		19	
<b>Total disseminations</b>	6		19	
<b>Number of language translations conducted</b>	0	0.00%	0	0.00%
<b>Average number of recipients per dissemination</b>	189.75		113.89	
<b>Products disseminated by topic: core function</b>				
Interdisciplinary pre-service training	2	16.67%	1	5.26%
Community services – training and TA	2	16.67%	2	10.53%
Community services – model and demonstration services	0	0.00%	3	15.79%
Research and evaluation	1	8.33%	0	0.00%
Public policy development and analysis	1	8.33%	1	5.26%
Information dissemination	6	50.00%	2	10.53%
<b>Products disseminated by topic: organizational competency</b>				
University relations	0	0.00%	1	5.26%
Statutory compliance	0	0.00%	1	5.26%
Measurement and evaluation of UCEDD effectiveness	0	0.00%	0	0.00%
Activity planning and evaluation	0	0.00%	1	5.26%
Grant application assistance	0	0.00%	0	0.00%
Federal partner communications	0	0.00%	0	0.00%
Federal reporting	0	0.00%	6	31.58%
Succession planning	0	0.00%	0	0.00%
Other personnel management	0	0.00%	0	0.00%
Leveraging funds and sustainability	0	0.00%	1	5.26%
CAC training	0	0.00%	0	0.00%
Operations and financial management	0	0.00%	0	0.00%
Collaborations	0	0.00%	2	10.53%
Strategic planning	0	0.00%	0	0.00%
Diversity, inclusion, and cultural and linguistic competence	0	0.00%	0	0.00%
<b>Types of products disseminated</b>				
Tip Sheet	0	0.00%	3	15.79%
Article	0	0.00%	0	0.00%
Toolkit	0	0.00%	0	0.00%
Fact Sheet	4	33.33%	4	21.05%
Infographic	1	8.33%	1	5.26%
TA Guide	0	0.00%	4	21.05%
Frequently Asked Questions	0	0.00%	0	0.00%
Podcast	0	0.00%	0	0.00%
Video	1	8.33%	0	0.00%
Webinar recording	0	0.00%	1	5.26%
Meeting materials	0	0.00%	0	0.00%
Other	0	0.00%	4	21.05%

## Recurring Product Dissemination Data Summary

<b>Summary Statistics</b>	<b>2017-2018</b>	<b>2018-2019</b>
Total recurring dissemination series	6	6
Average number of recipients per series (start of year)	1537.17	1682
Average number of recipients per series (end of year)	1682	1967.83
Change in the average number of recipients	144.83	285.83

## Emerging Needs Data Summary

	2017-2018		2018-2019	
	Total	Percentage	Total	Percentage
<b>Number of emerging needs identified</b>	7		14	
<b>By topic: core function</b>				
Interdisciplinary pre-service training	0	0.00%	2	14.29%
Community services – training and TA	1	14.29%	0	0.00%
Community services – model and demonstration services	0	0.00%	0	0.00%
Research and evaluation	0	0.00%	1	7.14%
Public policy development and analysis	0	0.00%	1	7.14%
Information dissemination	1	14.29%	2	14.29%
<b>By topic: organizational competency</b>				
University relations	2	28.57%	1	7.14%
Statutory compliance	0	0.00%	2	14.29%
Measurement and evaluation of UCEDD effectiveness	0	0.00%	0	0.00%
Activity planning and evaluation	0	0.00%	1	7.14%
Grant application assistance	0	0.00%	1	7.14%
Federal partner communications	0	0.00%	0	0.00%
Federal reporting	0	0.00%	0	0.00%
Succession planning	0	0.00%	2	14.29%
Other personnel management	0	0.00%	1	7.14%
Leveraging funds and sustainability	1	14.29%	1	7.14%
CAC training	0	0.00%	0	0.00%
Operations and financial management	0	0.00%	2	14.29%
Collaborations	1	14.29%	2	14.29%
Strategic planning	0	0.00%	0	0.00%
Diversity, inclusion, and cultural and linguistic competence	1	14.29%	1	7.14%
<b>Number of end products generated</b>	4	n/a	7	n/a

## Individualized Intensive TA Data Summary

	2017-2018		2018-2019	
	Total	Percentage	Total	Percentage
<b>Number of intensive TA events</b>	<b>2</b>	<b>100.00%</b>	<b>1</b>	<b>100.00%</b>
<b>Intensive TA events by topic: core function</b>				
Interdisciplinary pre-service training	0	0.00%	0	0.00%
Community services – training and TA	0	0.00%	0	0.00%
Community services – model and demonstration services	0	0.00%	0	0.00%
Research and evaluation	0	0.00%	0	0.00%
Public policy development and analysis	0	0.00%	0	0.00%
Information dissemination	0	0.00%	0	0.00%
<b>Intensive TA events by topic: organizational competency</b>				
University relations	1	50.00%	1	100.00%
Statutory compliance	0	0.00%	1	100.00%
Measurement and evaluation of UCEDD effectiveness	0	0.00%	0	0.00%
Activity planning and evaluation	0	0.00%	0	0.00%
Grant application assistance	0	0.00%	0	0.00%
Federal partner communications	0	0.00%	0	0.00%
Federal reporting	0	0.00%	0	0.00%
Succession planning	1	50.00%	0	0.00%
Other personnel management	0	0.00%	0	0.00%
Leveraging funds and sustainability	0	0.00%	0	0.00%
CAC training	0	0.00%	0	0.00%
Operations and financial management	0	0.00%	0	0.00%
Collaborations	0	0.00%	0	0.00%
Strategic planning	0	0.00%	0	0.00%
Diversity, inclusion, and cultural and linguistic competence (including requests for literacy adaptation and language translation services)	0	0.00%	0	0.00%