



2019-2020 UCEDD RESOURCE CENTER (URC) EVALUATION REPORT

Period of performance September 30, 2019 - September 29, 2020



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Executive Summary

In 2019-2020, the UCEDD Resource Center (URC) accomplished all our goals from the prior year. A new website was launched in March 2020 which has provided baseline web analytics data to use in continuous quality improvement efforts. The Language and Communications Access Plan was completed in November 2019, which has resulted in a rapid expansion of language accessibility in URC resources for those who speak Spanish or need plain language. This expansion of effort has been paired with ongoing access through ASL at in-person events and captioning and transcription for webinars. Finally, the URC provided technical assistance to all 67 University Centers for Excellence in Developmental Disabilities through 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 487 requests for information and assistance; developed 68 unique products in response to emerging TA needs as well as disseminated 8 recurring products on a weekly, semi-weekly, monthly, or annual basis; was the catalyst for 67 collaborations; and hosted 48 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. The COVID-19 pandemic, a staffing shortage, and ongoing challenges in understanding and meeting the diversity of language and communication needs within the AUCD network were identified as limitations to this year's evaluation. 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 quantity of technical assistance provided in every category;
- The global TA survey showed that 97% of respondents were satisfied with the technical assistance received or was offered; and
- 94% felt the TA received helped perform their roles better.

As the third 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 implementing best practices for website analytics in evaluating data from the TA website and use that data to inform our continuous improvement process. We will also have a website accessibility evaluation to identify areas where accessibility should be improved in the URC website. The next goal is to inform our language and communication access with more reliable data based on accessible needs assessment processes. The final goal is to continually to improve our technical assistance to UCEDDs through rapid responses, collaborations, high quality disseminations, and intensive, individualized support by applying evidence-based models.

Materials developed on the history of the AUCD Network and UCEDDs have been helpful in grounding our staff - especially newer staff - in the role we play as a UCEDD in meeting the purpose of the DD Act.

-2020 Global Survey Respondent

The availability of staff to direct our Center to resources, facilitate collaboration between Centers, and URC's overall willingness to help Centers' ability to perform their roles and responsibilities has been invaluable.

-2020 Global Survey Respondent

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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 2016 and added a new requirement to annually evaluate and report on TA activities and outcomes. The first year of the current cycle was devoted to developing an evaluation plan. That evaluation plan was implemented in the 2017-2018 and 2018-2019 contract years. The following report is an evaluation of AUCD's training and technical assistance to the UCEDD network in the 2019-2020 contract year 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 and 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), 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; and
- 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 2019-2020 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 487 rapid response requests (up from 279 in the 2018-2019 contract year). 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 eight UCEDDs for individualized intensive TA (up from one in the 2018-2019 contract year).

We are in the process of examining our CAC's structure and function, and the URC is hosting a webinar next week on this very topic. - 2020 Global Survey Respondent

TA events are held for groups across UCEDDs. These can be in person or via webinar and can be recurring or unique, one-time occurrences. Some events target particular staff positions and others are intended to be broadly available to any UCEDD staff members wishing to attend. This contract year, the URC organized 48 TA events (up from 35 in the 2018-2019 contract year). A full list of URC TA events can be found in Appendix C.

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. [The URC website](#) houses a library of resources that UCEDDs can access at their convenience. This contract year, the URC developed 43 new resources (up from 20 in the 2018-2019 contract year) and updated or adapted into alternative language or accessible formats another 24. A full list of URC products developed this contract year can be found in Appendix D.

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 is through rapid responses to TA requests. In 2019-2020, URC staff responded to 164 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 the "Updating Your Center's Information Tip Sheet" and the "NIRS Online Learning Modules." 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.

The TA around NIRS data entry and the quarterly data coordinator meetings have been the most helpful. The assistance has been timely and has helped me to meet requirements and develop a better understanding of what we do as a UCEDD. - 2020 Global Survey Respondent

In 2019-2020 targeted TA initiatives were underway to address **equity, diversity and inclusion; leadership and succession planning;** and the network **response to the COVID 19 pandemic.** These efforts each required substantial resources and coordinated activities and will span multiple contract years. They will each be evaluated holistically to assess the collective impact of the initiatives.

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. This contract year, the URC transitioned some pieces of our work in this area from support to centers through the Diversity Fellowship National Training Initiative (NTI) - which came to an end in 2019 - to the dissemination of and planning for the implementation of the Equity, Diversity and Inclusion Action Plan for the UCEDD National Network. In addition to these initiatives, the URC has provided ongoing support to the Diversity and Inclusion Toolkit with monthly updates to resources and the timely addition of case studies from the UCEDD network.

To address the UCEDD network need in a targeted way, the URC had been working with OIDD since 2015 to develop and implement the Diversity Fellowship NTI. Since its inaugural year, OIDD awarded National Training Initiative supplemental grants to 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. During this contract year, the URC completed its TA to the fellowship initiative by hosting our final poster session to feature Diversity Fellows’ capstone projects at the AUCD conference in November 2019. Following the poster session, the URC posted [the final report](#) for the four-year initiative and fellows’ project summaries and narratives to the [Diversity and Inclusion Toolkit](#).

As the NTI TA was wrapping up, technical assistance to disseminate and implement the Equity Diversity and Inclusion Action plan was ramping up. We received a final version of the Action Plan from its authors in the fall of 2019 and disseminated it to the UCEDD Network in person at the UCEDD Directors meeting in November 2019, at the virtual TA Institute in March 2020 and through the URC website and the UCEDD Directors listserv. URC staff worked with network leaders to develop a two-stage implementation protocol that was submitted to ACL for approval in February 2020. The protocol received approval in June 2019 and initiated stage 1 in July 2019. The initial stage was to develop and facilitate a workgroup of interested UCEDDs to identify approaches to the provision of TA that will support UCEDDs in sharing knowledge, lessons learned, and resources related to implementing individual action items in the ED&I Action Plan, utilizing Plan-Do-Study-Act learning cycles. AUCD recruited 11 prospective implementors to participate in a workgroup with a paid facilitator from the network. This workgroup met for 1.5 hours over the course of three meetings in August and September 2020 using a Zoom videoconferencing. The topics discussed across these three meetings included:

- sharing resources related to implementing individual action items in the ED&I Action Plan,
- sharing knowledge related to implementing individual action items in the ED&I Action Plan,
- sharing lessons learned related to implementing individual action items in the ED&I Action Plan, and
- discussing TA needs, specifically needs related to utilizing Plan-Do-Study-Act learning cycles in ED&I implementation.

The result of these meetings was a report on recommended strategies which will inform the URC’s targeted TA plan for 2020-2021. An evaluation report summarizing outcomes of this initiative will be made available in the fall 2021 reporting cycle.

To address UCEDD network needs in the area of **leadership development and succession planning**, 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 2019 AUCD Leadership Academy was held at Georgia State University College of Law in Atlanta, Georgia from June 23-28, 2019 with ongoing support to the cohort through June 2020. The 2020 AUCD Leadership Academy postponed from its original date in June 2020 and redesigned into a virtual format to be held September-December 2020. The 2019 Academy accepted 24 participants from 16 different states and US territories. The 2020 Academy accepted 24 participants from 18 different states and US territories. Only 20 will be participating due to accepted candidates choosing to defer to the next in-person event. A final report on the 2019 Academy has been submitted to ACL.

Finally, in response to request from OIDD and from the UCEDD Network, the URC developed a coordinated **response to the COVID-19 pandemic** in 2020. Due to the expansive scope of the needs and the urgency of response needed, AUCD recruited a part-time COVID coordinator from the Michigan UCEDD to assist with a multi-pronged, inter-departmental response. This COVID coordinator has been assisting with activities and documenting each point of contact with network members and partners stretching back to March 2020. The URC's response to this emergent need spanned the full scope of TA strategies with 90+ group/collective activities (webinars, coalition calls, surveys, resources) and 45 individual rapid response inquiries. Notably, the URC began hosting a series of events in March 2020 for UCEDD network members to hear updates on national strategies and collaborate with one another on state and local issues. These regular events were supported by the active engagement of URC staff in national level collaborations with federal partners and disability community partners. These collaborations and series of events were paired with a set of targeted unique disseminations and a new series of regular disseminations. These TA activities are being evaluated and summarized in a national report on AUCD's COVID response which will be available to ACL in the coming contract year.

In addition to providing technical assistance directly to UCEDDs, 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.

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 contact 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. 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.

Web analytics. AUCD hosts a variety of TA content relevant to the UCEDDs on its website, including all new TA products, recordings of TA events, information about statutory and grant-reporting requirements, and information pertaining to emerging issues. The website is likely the first place that UCEDDs go to obtain information from the URC. Therefore, AUCD has begun to use Google Analytics to determine the quantity of web traffic to parts of the AUCD website that are particularly relevant to the UCEDDs. Each year, URC staff will consider which web pages are currently most important to track and will work with AUCD information technology staff to devise the specific tracking plan for the next year. Tracking web page sessions can provide important information about the resources that are most frequently used by UCEDDs and those that may be neglected or less useful. In addition to website traffic data, on an annual basis, AUCD will conduct a WebAIM3 assessment, which determines the level of a website's accessibility to people with disabilities. The URC will use the results of the assessment to identify areas for improvement. Combined with data on website usage, the URC may then be able to triage efforts to improve accessibility by prioritizing the most frequently used resources or those whose use may be impeded by lack of accessibility.

Lists. 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. The URC supports this goal through all its TA efforts. In addition, to accommodate requests for language translation services, AUCD subcontracts with a language translation service provider. To ensure that a full range of needed translation services are available, on an annual basis, AUCD will work with its language translation service provider to review and update the list of languages available. This will help to ensure the ongoing accessibility of the TA that the URC provides.

Table 2. Sources of data collected for UCEDD TA evaluation

Instrument Name	Type of TA Assessed	Information Captured	Timing of Data Collection
Forms			
Rapid response request form	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
Recurring product dissemination form	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
Unique product dissemination form	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
TA event form	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
Individualized intensive TA form	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
Emerging needs form	n/a	Emerging TA needs, how they are identified, and end products resulting from their identification	Monthly at URC staff meetings
Collaborations form	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
Surveys			
Global TA survey	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
Event-specific survey	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 two years of implementing the evaluation protocol developed by Mathematica, the URC identified the following goals:

1. To improve and inform web tracking;
2. To increase the sample size of those who receive the global TA survey;
3. To finalize and implement a language access plan to increase the language accessibility in at least two areas of language and/or communication need;
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 was built that will incorporate a comprehensive set of website analytics. The new website launched in March 2020, so the first set of data included in our evaluation results for this year is preliminary data, intended to serve as a baseline against which comprehensive data in the coming year can be compared.
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 and the expanded URC TA, the 2020 Global Survey increased the total response by approximately 50% over the 2019 Global Survey, which was approximately four times the number of 2018 responses – 319 (187 complete) responses in 2020, 173 (135 complete) responses in 2019, 47 (35 complete) responses in 2018.
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 (LAAC) which reviewed and finalized the plan in November 2019. The LAAC also identified as the two top priority language and communication access needs, Spanish and Plain language. Following these recommendations and to implement the protocol laid out in the plan, the URC convened advisory groups representing stakeholders experiencing those language and communication access needs. Those stakeholder groups worked with URC staff to prioritize and implement improvements in language and communication access over the remainder of the contract year. Additional detail is available in the summary of our evaluation results.
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 2020.

First, skip logic was added to the survey to allow people who answered that the TA that was offered by the URC did NOT enhance their ability to meet the purposes of the DD Act would not be asked the follow up qualitative question, "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."

Second, on the recommendation of the LAAC, two language questions were added to the demographics section:

- "Do you speak a language other than English at home? If yes, please specify."
- "If yes how well do you speak English?"

Furthermore, on the recommendation of the LAAC, the URC's event survey was modified to include two questions about the language and communications needs and capacities of respondents.

- Do you or your center/program have language or communication access needs that must be addressed to ensure full inclusion? If yes, please describe your language or communication access need.
- Do you or your center/program have strengths or resources in language and communication access that AUCD could leverage in our effort to model diversity, equity, and inclusion? If yes, please describe your language or communication access strengths or resources.

A copy of the revised Global Survey form is available in Appendix E.

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 of TA types by topic is available for review in Appendix F.

Table 3. Summative data from TA Tracking Excel Workbook

Type of Training or TA	2017-2018	2018-2019	2019-2020
Rapid Response Requests – Total Number of Requests	357	279	487
TA Events – Total Number of Events	15	35	48
TA Events – Average Number of Participants per Event	36	42	73
Unique Disseminations – Total Number of Unique Products	12	19	68
Unique Disseminations – Average Number of Recipients per Dissemination	190	114	740
Recurring Disseminations – Total Number of Recurring Dissemination Series	6	6	8
Recurring Disseminations – Average Number of Recipients per Series (End of Year)	1682	1968	1535
Individualized Intensive TA – Total Number of Intensive TA Activities	2	1	8*
Emerging Needs – Total Number of Emerging Needs Identified	7	14	35

*7 of the intensive individualized TA requests were only able to be partially addressed during this contract year due to COVID related travel restrictions.

As indicated in Table 3, the total number of TA contacts increased significantly across all categories between the 2018-2019 contract year and the 2019-2020 contract year. The decrease in the average number of recipients receiving recurring disseminations per series reflects the addition of two smaller series of recurring disseminations, not a decrease in any of our pre-existing subscriber lists. While in some areas, the increasing numbers may be attributable to more consistent data tracking, there was undoubtedly a real increase in the quantity of TA being produced by URC staff and accessed by network members. In many ways, the increase can be attributed to the COVID 19 pandemic. The shift to all-virtual TA increased access to our services for many network members and partners. For example, participation in our virtual TA institute increased from 90 attendees in 2019 to 170 in 2020. Furthermore, the URC was able to provide intensive individualized TA to a much larger number of network member through virtual engagement rather than in-person activities. The pandemic also resulted in a significant additional demand for TA as network members navigated unprecedented challenges and changes in all aspects of operations, reporting, and services to the community and the disability field. For example, as network members were redesigning their programs and seeking information about how others were responding to the pandemic, the URC received a marked increase in the number of rapid response requests related to activity planning and evaluation.

In fact, rapid response requests are useful 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 (33.68%), collaborations (12.94%), and grant application assistance (8.42%) were among the topics on which UCEDDs most often request assistance. However, unlike last year, federal partner communications (10.27%) and activity planning and evaluation (as mentioned above, 12.11%) were also areas of significant need. Also similar to last year, the most often requested type of rapid response requested was information (71.66%) followed distantly by expert referrals (14.99%). The URC responded to these network priorities by developing resources in these high priority areas. The largest

percentile of products disseminated by topic in 2019-2020 reflected these requests: 16.18% were focused on collaborations and 14.71% were focused on activity planning and evaluation.

Thirty-five (35) emerging needs were identified through trends in Rapid Response Requests, conversations at TA events, and input from network leaders and partners this year. For a full list of emerging needs, see Appendix G. Eight (8) of those emerging needs were fully addressed through a combination of products and events. An addition 14 emerging needs were partially addressed during the contract year. Those 14 and the remaining 13 unaddressed needs will be reviewed with our Project Advisory Committee and OIDD for prioritization with the 2020-2021 contract year.

As indicated above, web traffic analytics were available this year for the first time following the development of a new URC Website. Web traffic data is being tracked via a google analytics integration. Table 4 reflects several key data points available with the new web analytics platform. Unfortunately, the data is only available for a portion of the contract year. In the coming year, URC staff will be trained in more sophisticated analytics available in the new data tracking platform. The following data will be used as a baseline measure for reporting in future years.

Table 4: Web analytics for the URC Website 3/1/20-9/29/20

	2019-2020
Weekly Average Number of Website Sessions	110
Average Length of Website Sessions	1:48
Average Number of Pages Viewed per Session	2.49
Top 10 Visited Pages/Resources	
	1. Home Page
	2. Management>Grants> Guidance and Support Documents
	3. Management>Reporting
	4. Management>Grants
	5. Resources>Resource Map
	6. About>AUCD
	7. Resources>Core Functions
	8. About>DD Act
	9. Meet the Team
	10. Resources>UCEDD Operations

Also as indicated above, the URC invested heavily this contract year in developing and sharing information in multiple language format. Specifically, following the implementation of the Language and Communications Access Plan and

responding to the recommendations of the LAAC, the URC focused our language and communications efforts on increasing access on two constituencies: the Spanish-speaking community and those who need plain language. These changes were implemented through implementation of a Plan-Do-Study-Act cycle of change. Workgroups of network members with the specified language and communication access need and/or with expertise in addressing those needs. The Spanish Language Caucus met four times and the Plain Language Advisory group met 3 times over the course of the contract year. These groups advised the URC on prioritizing resources and services to make available in alternate language formats. As a result of their input, the URC developed eight (8) resources in plain language or “easy read” formats and 13 resources in Spanish. A full list of URC products with alternate language versions developed this contract year can be found in Appendix D. In addition to these new efforts, the URC also continued to provide language interpretation services in ASL at in-person events and captioning and transcription for webinars.

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 2019-2020 contract year, as they did the previous two

contract years. 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. Furthermore, every UCEDD participated in one or more of the URC events (which include the TA Institute and the UCEDD Directors meetings).

Table 5: UCEDD Engagement in URC TA

	2017-2018	2018-2019	2019-2020
Number of UCEDDs placing rapid response requests	67	59	67
Number of UCEDDs participating in URC TA Events	67	67	67
Number of UCEDDs receiving URC TA disseminations	67	67	67
Number of UCEDDs receiving intensive individualized TA	2	1	6*
Number of UCEDDs completing the Global TA Survey	36	44	64
Total number of UCEDDs Engaged with TA	67	67	67

*Two (2) UCEDDs requested two separate instances of intensive individualized consultation.

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 type of association. Out of the total number of rapid response requests that the URC received (487), over 80% (392) were received from UCEDD faculty, staff or trainees during the 2019-2020 contract year. These 392 requests represented all 67 UCEDDs. In addition to these contacts, 12% (57) were from federal staff and 8% (38) represent other partnering constituencies (e.g. NACDD, NDRN, JP Morgan Chase, SourceAmerica).

Second, the 2019-2020 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 (158 of the 319 responses) were analyzed for demographic data. This analysis revealed the demographics breakdowns visible in Table 6.

While it is difficult to draw significant conclusions from this data in the current year – the second year of this data collection – the overall demographics have held fairly consistent between the 2018-2019 contract year and the current year. The largest demographic change was in the number of respondents identifying as Hispanic this year (10.64%) relative to last year (5.19%). It is likely that this shift was a result of intentional outreach to the Spanish speaking constituencies within our network via a Spanish language caucus.

It is our hope that 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.

Table 6. UCEDD Faculty, Staff, and Trainee Self-Identified Demographics in 2019-2020 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	12.66% (n=20)	Male	24.47% (n=23)	White or Caucasian	92.63% (n=88)	Yes – Has a disability	18.95% (n=18)
Associate Director	5.7% (n=9)	Female	74.47% (n=70)	Black or African American	4.21% (n=4)	No – Does not have a disability	81.05% (n=77)
Data Coordinator	10.76% (n=17)	Another Gender	1.06% (n=1)	Hispanic or Latino	10.64% (n=10)		
Business/Operations Staff	6.69% (n=11)			Asian or Asian American	3.16% (n=3)		
Core Functions Director/Coordinator	16.46% (n=26)			American Indian or Alaska Native	1.05% (n=1)		
Area of Emphasis Director/Coordinator	17.72% (n=28)			Native Hawaiian or other Pacific Islander	0% (n=0)		
Project Director	8.86% (n=14)			Another race	1.05% (n=1)		
Researcher	8.23% (n=13)						
Administrative Staff	6.96% (n=11)						
Trainee/Student	34.81% (n=55)						
Other	4.43% (n=7)						

Table 6 continued. UCEDD Faculty, Staff, and Trainee Self-Identified Demographics in 2019-2020 Global Survey

% of UCEDD-affiliated respondents identifying as speaking a language other than English at home		% of UCEDD-affiliated respondents identifying with each level of English proficiency: "If yes, how well do you speak English?"	
No	91.58% (n=87)	Very Well	100% (n=44)
Yes	8.42% (n=8)	Well	0%
		Not Well	0%
		Not at all	0%

Languages other than English spoken with frequency count:

- Spanish (5)
- ASL (1)
- French (1)
- Hausa (1)

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

URC data collection recorded 62 collaborations with other organizations, partnerships, workgroups, and communities of practice throughout the contract year, an increase relative to the 50 and 49 collaborations documented in the 2018-2019 and 2017-2018 contract years respectively. Appendix F 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 6.07% (n=19) of survey respondents represented DD network partners.

Beyond direct engagement in collaboration, the URC effectively promoted collaboration with and within the UCEDD network. 95.73% (n=202) 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.”

I AM NEW TO WORKING IN THE FIELD OF DISABILITIES. THE URC’S INFORMATION GAVE ME AN UNDERSTANDING OF THE DD ACT, THE BACKGROUND TO THE DD ACT, AND IDEAS OF WHERE IN MY STATE TO GET LOCAL INFORMATION AND WHO LOCAL CONTACTS WERE TO MAKE STATE SPECIFIC CONNECTIONS.
-2020 Global Survey Respondent

Table 7. Examples of URC Collaborators

Organization	State
Tampa Bay Adult Congenital Heart Center	Local - FL
Morehouse School of Medicine	Local - GA
Butler County Board of Developmental Disabilities	Local - OH
Devereux Advanced Behavioral Health	Local - PA
Henrico Area Mental Health and Developmental Services	Local - VA
California Foundation for Independent Living Centers	State - CA
Nebraska Statewide Independent Living Council	State - NE
TN Council on Developmental Disabilities	State - TN
National Association of State Treasurers (NAST)	National
National Endowment for the Arts	National
ODIC/FEMA	National
NDRN	National
NACDD	National
The American Academy of Developmental Medicine & Dentistry	National
The Eunice Kennedy Shriver National Institute of Child Health and Human Development	National
National Council on Independent Living	National
National Organization on Disability	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 2 years, participants in the URC’s TA activities in 2019-2020 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	2019-2020
Q. 11 Overall, I am satisfied with the technical assistance I received (or was offered) from the URC.	94.28% (n=33)	97.75% (n=130)	96.62% (n=200)
Q5. The technical assistance I received (or was offered) from the URC this year was appropriate to my role.	94.28% (n=33)	97.81% (n=134)	96.77% (n=210)
Q9. When receiving (or being offered) technical assistance, I was treated with respect by the staff at the URC.	100.00% (n=35)	98.5% (n=131)	99.04% (n=205)
Q7. This year, the technical assistance I received (or was offered) from the URC was delivered in a timely manner.	94.12% (n=32)	98.48% (n=130)	97.66% (n=209)

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.

- *My roles at our UCEDD have increased to include financial duties. Every time I call to inquire about the needs to complete our requirements for funding or carry-over or whatever the question might be, I am always provided with the answers I need to get it done. – 2020 Global Survey Respondent*

In identifying areas of URC TA that were most helpful, respondents were particularly positive about the URC’s response to the COVID-19 pandemic; facilitation of collaboration with peers; NIRS TA; URC Webinars, Publications, and Newsletters; and individualized support from URC staff members.

- *Having the resource library allows me to answer my first level of questions - getting 1:1 fills in the gap. – 2020 Global Survey Respondent*

- *The TA around NIRS data entry and the quarterly data coordinator meetings have been the most helpful. The assistance has been timely and has helped me to meet requirements and develop a better understanding of what we do as a UCEDD. – 2020 Global Survey Respondent*
- *COVID-19 resources have been most helpful because this was unexpected, brand new, and fast-changing. We didn't have time or resources to create our own resources so were very grateful for those provided by the URC. – 2020 Global Survey Respondent*

Themes from the qualitative responses asking for areas that URC TA could improve include: increasing accessibility of information, specifically language access; connecting with broader constituencies, specifically increasing leadership support to faculty and staff at UCEDDs who are in the middle of the organizational structure; and building new partnerships, specifically with historically marginalized and underrepresented communities.

- *Have plain language versions of the tip sheets to be accessible to everybody who has ID, low literacy, or English as a second language. – 2020 Global Survey Respondent*
- *[An area for improvement is] a more focused effort to engage with more than just the directors. – 2020 Global Survey Respondent*
- *Facilitate more meaningful dialogue with tribal communities to learn what supports they need for infants, toddlers with disabilities. – 2020 Global Survey Respondent*
- *I don't know how our Center could operate without the URC. With that being said, I think any TA that helps our Centers expand beyond the traditional disability community serves us all well and is an area for expansion. – 2020 Global Survey Respondent*

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

Survey Statement	UCEDD Directors Meeting	Webinar: 2020 Emerging Leaders Welcome	Webinar: COVID-19 and the UCEDD Responses Across the Network	Admin Essentials: Meaningfully Engaging Your CAC
Q10. Overall, I am satisfied with this event.	95.46% (n=21)	100% (n=22)	100.00% (n=32)	100.00% (n=15)
Q5. The content presented at this event was appropriate to my role.	100% (n=22)	100% (n=22)	96.78% (n=30)	100.00% (n=15)
Q9. The timing of this event worked out well.	76.19% (n=16)	100% (n=22)	100.00% (n=32)	78.58% (n=11)

(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. For several years, the URC has provided a range of accessibility options at events by request. These accessibility options have included ASL interpretation, alternate format materials (e.g. large print, digital files), accessible housing and transportation options, accessible podiums and stages for presenters, dietary accommodations, and fragrance-free policies. The URC has encouraged presenters to follow best practices in accessibility regarding the design of their presentations and has included captioning and transcription as a standard practice for webinars in both live and archival formats.

As noted elsewhere in the report, there were several significant improvements made to the accessibility of URC TA this contract year. First, increasing language accessibility was a high priority for the URC this year with 21 alternate language products or literacy adaptation products were developed in 2019-2020. Additionally, this year the URC added Audio Description to several existing videos that were geared to the network’s emerging leaders community. Finally, the URC incorporated a large number of accessibility features into the NIRS platform to ensure that it was screen-reader accessible for blind or low-vision data coordinators.

In the global survey, 96.7% of respondents (n=204) 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.” Furthermore, 99.04% (205) agreed or strongly agreed with the statement “When receiving (or being offered) technical assistance, I was treated with respect by the staff at the URC.”

Nevertheless, there is still room for improvement in equity and accessibility for both the URC and the UCEDD network. The URC was not able to complete the WebAim3 assessment this year to identify the level of our website’s accessibility to people with disabilities. Of the 487 rapid responses received over the year, 23 of them related to diversity, inclusion, and cultural and linguistic competence; this is nearly twice as many as in 2018-2019. Furthermore, in the thematic analysis of the global survey qualitative responses, increasing accessibility was identified as a way that the URC could improve our TA – both being more accessible and in helping network members improve their accessibility. 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.

This is changing for all of us, but as we move forward through and after the pandemic, it is clear that the virtual presence of our Centers -- and being sure that is accessible to all -- is going to become even more important. Any TA in this area would be helpful and appreciated. – 2020 Global Survey Respondent

(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, 94.42% (n=203) 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, 97.55% (n=199) 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.

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.

Table 10: TA Outcomes

Outcomes of TA received	2017-2018 36 Respondents	2018-2019 150 Respondents	2019-2020 269 Respondents
Helped me to better manage UCEDD projects	44.44% (n=16)	22.67% (n=34)	18.96% (n=51)
Helped me to evaluate the work of my UCEDD	27.78% (n=10)	16.00% (n=24)	18.59% (n=50)
Enhanced information management at my UCEDD	30.56% (n=11)	17.33% (n=26)	15.61% (n=42)
Enhanced the diversity, inclusion, and cultural and linguistic competence of my UCEDD	30.56% (n=11)	20.67% (n=31)	21.19% (n=57)
Assisted my UCEDD in achieving or maintaining statutory compliance	27.78% (n=10)	13.33% (n=20)	11.52% (n=31)
Helped me to position my UCEDD as a leader and agent of systems change	22.22% (n=8)	20.67% (n=31)	17.84% (n=48)
Helped me to position my UCEDD as a leader and agent of capacity building	22.22% (n=8)	15.33% (n=23)	17.10% (n=46)
Helped me to position my UCEDD as a leader and agent of advocacy	16.67% (n=6)	16.00% (n=24)	17.10% (n=46)
Helped me better engage with emerging topics in the disability field	50.00% (n=18)	47.33% (n=71)	51.67% (n=139)
Helped me better understand interdisciplinary pre-service preparation	13.89% (n=5)	12.00% (n=18)	15.61% (n=42)
Helped me better implement UCEDD core functions	33.33% (n=12)	22.67% (n=34)	24.54% (n=66)
Helped me develop my ability to collaborate with relevant peers and networks	33.33% (n=12)	40.67% (n=61)	37.55% (n=101)
Not applicable- I did not use TA provided by the URC in the last 12 months	0.00% (n=0)	10.67% (n=16)	15.24% (n=41)
None of the above	5.56% (n=2)	10.00% (n=15)	11.52% (n=31)

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 center leadership, trainees and a wider population AUCD network members interested in a topical area.

WE HAVE HAD SEVERAL ASSOCIATE, ASSISTANT AND EXECUTIVE DIRECTOR RETIREMENTS OVER THE PAST COUPLE OF YEARS. BEING ABLE TO TALK WITH URC STAFF WHO HAVE A BROAD PERSPECTIVE OF THE UCEDD LANDSCAPE, WHO CAN HELP WITH LANGUAGE FOR OUR UNIVERSITY ABOUT THE UCEDD ROLE AND REQUIREMENTS, AND WHO CAN ASK QUESTIONS WE MAY NOT HAVE THOUGHT ABOUT WAS INVALUABLE.

- 2020 Global Survey Respondent

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

Survey Statement	UCEDD Directors Meeting	2020 Emerging Leaders Welcome Webinar	COVID-19 and the UCEDD Responses Across the Network	Admin Essentials: Meaningfully Engaging Your CAC
Q6. The content presented at this event will help me perform my role better.	95.45% (n=21)	90.91% (n=20)	100% (n=32)	100.00% (n=15)
Q7. This event increased my knowledge or awareness of information that is useful to me or my UCEDD.	100% (n=21)	100.00% (n=22)	100% (n=32)	100.00% (n=15)
Q4. Content shared at this event:				
Will help me better manage my UCEDD projects	36.36% (n=8)	9.09% (n=2)	21.88% (n=7)	42.86% (n=6)
Will help me evaluate the work of my UCEDD	45.45% (n=10)	22.73% (n=5)	25% (n=8)	28.57% (n=4)
Will enhance information management at my UCEDD	18.18% (n=4)	18.18% (n=4)	31.25% (n=10)	42.86% (n=6)
Will enhance the diversity, inclusion, and cultural and linguistic competence of my UCEDD	22.73% (n=5)	9.09% (n=2)	40.63% (n=13)	35.71% (n=5)
Will assist my UCEDD in achieving or maintain statutory compliance	13.64% (n=3)	9.09% (n=2)	18.75% (n=6)	28.57% (n=4)
Will help me position my UCEDD as a leader and agent of systems change	36.36% (n=8)	27.27% (n=6)	25% (n=8)	35.71% (n=5)
Will help me position my UCEDD as a leader and agency of capacity building	50% (n=11)	27.27% (n=6)	31.25% (n=10)	35.71% (n=5)
Will help me position my UCEDD as a leader and agency of advocacy	27.27% (n=6)	36.36% (n=8)	21.88% (n=7)	42.86% (n=6)
Will help me better engage with emerging topics in the disability field	45.45% (n=10)	90.91% (n=20)	65.63% (n=21)	64.29% (n=9)
Will help me better understand interdisciplinary pre-service preparation	0.00% (n=0)	36.36% (n=8)	15.63% (n=5)	7.14% (n=1)
Will help me develop my ability to collaborate with relevant peers and networks	50% (n=11)	86.36% (n=19)	56.25% (n=18)	21.43% (n=3)
Will help me better implement UCEDD Core Functions	22.73% (n=5)	13.64% (n=3)	25% (n=8)	35.71% (n=5)
None of the above	0% (n=0)	4.55% (n=1)	6.25% (n=2)	7.14% (n=1)

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

2019 AUCD Leadership Academy are summarized below. A summary of activities related to the URC's **equity, diversity and inclusion** and **COVID-19 response** are also included above in our summary of activities, but because these efforts are still evolving, a full evaluation with outcomes will not be available until the 2020-2021 contract year. Initial outcomes data for these two ongoing efforts that is available to the URC through a preliminary report and the global survey data are included below.

Equity, Diversity and Inclusion (ED&I)

The immediate outcomes of the ED&I activities of the current contract year was a comprehensive report summarizing TA recommendations for implementation in the 2020-2021 contract year. The recommendations included seven prioritized topics:

1. *Awareness* campaign for describing the ED&I action plan
2. "Pre-TA" activities for UCEDD internal discussions prior to AUCD supported TA discussions
3. UCEDD Director guidance on embedding ED&I action planning within the next 5-year UCEDD planning process
4. TA to support funding searches related to ED&I implementation
5. Training on the Plan-Do-Study-Act implementation science model and its application to ED&I change management
6. Provision of TA on ED&I Action Plan to all UCEDD related entities
7. ED&I implementer leadership groups

The thematic analysis of responses in the 2020 Global Survey indicate that ongoing ED&I efforts have been a valuable resource for UCEDDs:

Availability of the DEI materials to help us evaluate our efforts with tribal and indigenous communities. We use the framework as a criteria against which to measure our gaps and approaches to ensuring appropriate diversity, equity and inclusion efforts with a very marginalized and underserved population. – 2020 Global Survey Respondent

We have been utilizing the ED&I toolkit to increase diversity efforts in our center. – 2020 Global Survey Respondent

Working with the URC we are better able to advocate for needed changes in our state regarding racial/ethnic service intervention disparities and engage at the state level to effect change. – 2020 Global Survey Respondent

AUCD Leadership Academy

When the 2019 cohort was asked to share the most important way that the 2019 AUCD Leadership Academy activities over the past year have influenced their leadership and/or job trajectory, their responses included the following themes: learning about leadership strengths, learning ways to cope and work through challenges, being more connected to others in the network, listening and engaging in a way to support the growth/understanding of others, and learning about power, privilege, and oppression.

Something I've really tried to incorporate is the premise of active and open listening. In particular, listening and engaging in a way to support the person's growth/understanding rather than to feed my own curiosity. So simple, but I'm not sure I'd considered my questions in this way before. – 2019 Leadership Academy Attendee

Furthermore, 82% of the follow up survey respondents reported engaging with the ongoing coaching in the year following the Academy week in Atlanta. When asked what the most important skill they gained as a result of the coaching, their responses included the following themes: gaining confidence, focusing on goals, advocating for themselves, leadership and mentorship, knowledge on financial projections, and reinforcement of their ability. 88% of survey respondents indicated that they have looked at their VIA strengths assessment results and/or thought about your leadership strengths this past year. When asked how they have used these academy tools, responses included utilizing their strengths with students, management and teambuilding; recognizing areas of strength and using that as guidance; being more conscious and deliberate of how to use their strengths; and understanding how to build strong foundational relationships with others.

I absolutely loved this experience. I am not sure what I was expecting but it wasn't what I got (and I appreciated that so much.) I have been recommending it to colleagues and others who may have an interest in this field. I am sad that it is over and hope to stay connected with the group as time passes.

- 2019 Leadership Academy Participant

COVID-19 Response

While a formal assessment of the URC's COVID-19 response is still underway, there was a significant amount of feedback on this TA provided through the global survey. Specifically, the COVID-19 response was the most oft-cited theme in response to the question "Thinking back on all the technical assistance you've received from the URC in the past 12 months, what has been most helpful? Why?"

In the past 12 mo with the disruption due to covid19, I am profoundly appreciative of the URC to manage and sustain continuity of all efforts in spite of so many challenges we all faced. – 2020 Global Survey Respondent

COVID-19 overwhelmed our service system causing major adjustments and changes in how we meet the goals of service, training, research and education. The URC's technical assistance in this area has been most helpful with understanding and keeping up with federal reporting processes, deadlines and criteria. – 2020 Global Survey Respondent

Conclusion

The third 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, and national 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 97% of respondents were satisfied with the technical assistance received or was offered; and
- 98% of TA participants felt the TA received enhanced their UCEDD's ability to meet the purpose of the DD Act.

It is also promising that targeted efforts toward increasing language access for Spanish-speakers has corresponded with a significant increase in the URC's engagement with individuals identifying their ethnicity as Hispanic this year.

Limitations

The challenges related to adapting our work to new, unexpected demands of the COVID-19 pandemic; a staffing shortage; and ongoing challenges in understanding and meeting the diversity of language and communication needs within the AUCD network were identified as limitations to this year's evaluation.

As it did for most people, projects, and organizations around the country, the COVID-19 pandemic required the URC to make significant adjustments to our work this contract year. The limitations on travel forced the URC to postpone many planned in person activities and shift others into a remote format. Specifically, the URC transitioned our TA Institute and New Directors Orientation into virtual formats. The site visit to American Samoa has been postponed indefinitely and other requests for intensive individualized TA have been addressed in virtual formats. The 2020 Leadership Academy was postponed and then converted into a virtual event. All of these changes have required significant resources to redesign, establish online platforms, and communicate changes with all relevant parties. On the other hand, the transition to virtual formats has also freed up resources that would have been spent on travel, meeting space and event materials. These resources have been put toward consulting capacity to meet the staffing shortages experienced by the URC this contract year.

The sudden and drastic increase in demand for URC TA coincided with a time when the URC staff were being forced to adapt their work to an all-remote/work-from-home environment. This shift in work locations required time to implement new work processes. It also coincided with the months when there was some turnover at AUCD and corresponding reductions in URC Staff. Over the course of the contract year, the URC had turnover in two positions, lost a communications staff, and experienced a reduction in effort by two other URC staff. Unfortunately, because of these rapid adjustments to staffing and project timelines, all of the URCs longer-term projects were not able to be fully evaluated in this contract year. These staffing challenges also impeded the full implementation of our web accessibility protocol.

Finally, as we've learned about best practices in language and communication access, it has become apparent that we are missing data about our network needs because the needs assessment process itself is not accessible to relevant populations. For example, our global survey is not available in plain language or Spanish, so individuals with those language access needs are not going to be able to share their voice and experience with us. One might be tempted to point to the data from this year's survey that indicates that 100% of network members who speak another language at home speak English well or very well. However, those who don't speak English at all would not be able to answer the question in its current format without assistance.

Lessons learned

This year, the URC's response data for the global survey continued to improve, which affirms our comprehensive dissemination process. 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 thematic analyses of qualitative responses to the global survey have identified new emerging needs that will be addressed in the 2020-2021 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. However, the significant increase in global survey responses from those who identify as Hispanic this year suggests that specific, targeted outreach to historically marginalized groups can increase their engagement with URC TA.

Goals for Next Year

As the third 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 implementing best practices for website analytics in evaluating data from the TA website and use that data to inform our continuous improvement process. We will also have a website accessibility evaluation to identify areas where accessibility should be improved in the URC website. The next goal is to inform our language and communication access with more reliable data based on accessible needs assessment processes. The final goal is to continually to improve our technical assistance to UCEDDs through rapid responses, collaborations, high quality disseminations, and intensive, individualized support by applying evidenced based models.

I received materials translated in a language other than English from the URC in order to better serve those with English as a second language or non-English speaking families. – 2020 Global Survey Respondent

List of Appendices

Appendix A: The AUCD Strategic Map

Appendix B: The 2018-2019 TA Summary

Appendix C: List of URC Events

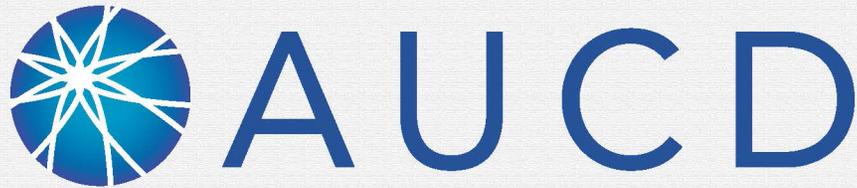
Appendix D: List of URC Products and Publications

Appendix E: 2018-2019 Global Survey Form

Appendix F: URC TA Data Summary 2017-2019

Appendix G: Emerging Needs Summary

Appendix H: Project Advisory Committee Members



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

2019-2020 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 3 (Year 4): 9/30/2019 - 9/29/2020

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

AIDD, Contracting Officer's Representative (COR) - Pamela O'Brien (PO)	Full Period
AUCD, Executive Director - Andy Imparato (AI)	9/30/19-1/3/20
AUCD, Acting Director - John Tschida (JT)	1/3/20-9/29/20
AUCD, Principal Investigator - Dawn Rudolph (DR)	Full Period
AUCD, Sr. Program Manager - Sarah DeMaio (SPD)	Full Period
AUCD, Resource & Dissemination Manager - Anna Costalas (AC)	Full Period
AUCD, Data Support Manager - Natalie Martinez (NM)	Full Period
AUCD, Program Manager - Dorothy Garcia (DG)	9/30/19-7/1/20
Program Specialist - Maureen Johnson (MJ)	2/27/20-9/29/19
AUCD, Program Specialist - Katherine Johnson (KJ)	7/15/20-9/29/20
AUCD, Program Specialist - Luis Valdez (LV)	Full Period
AUCD, Senior State Systems Advisor - Denise Rozell (DMR)	Full Period
AUCD, Finance Director - E. Troy Washington (TW)	Full Period



	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
Objective 1: Project Management and Evaluation				
1.a.1.	5-year strategic plan	11/30/2016	5-year strategic plan	Completed in Base Year
1.a.2.	Annual work plan	10/1/2019	Annual work plan	The URC workplan was revised for the new contract year and sent to OIDD COR in October 2019.
	Orientation meeting with OIDD	10/31/2019	Orientation meeting with OIDD	The orientation call was held 11/8/2019.
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	URC updates were provided to OIDD COR on a monthly basis on or before the 10th of each month except March 2020 when an extension was granted due to the COVID Pandemic. Monthly invoices were also provided. The URC team added John Tschida (January 2020), Maureen Johnson (February 2020) and Katherine Johnson (July 2020). Departing team members this year include Crystal Pariseau (November 2019), Andrew Imparato (January 2020), and Dorothy Garcia (July 2020).
	Monthly Invoicing	10th of each month for activities of prior month	Monthly invoicing	
1.b.2.	Monthly meetings with AIDD	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	10/31/20 for prior contract year	Annual evaluation report	The 2018-2019 Evaluation report was submitted to OIDD on 10.31.19. The next report will be submitted by October 30, 2020 covering the period 9/30/19-9/29/20. The global TA survey to solicit feedback from all TA recipients was sent on 9/4/19 with three reminders ahead of the 9/30/19 survey deadline.
Objective 2: Knowledge Development, Sharing and Transfer				
2.a.	Maintain and update T/TA website	9/29/2019	UCEDD Resource Center (URC) website (http://www.aucd.org/urc) Emerging Leaders website (https://www.aucd.org/emergingleaders/home)	The URC website was redesigned this contract year. The new platform was launched in March 2020 and promoted to the network in May 2020. The Emerging Leaders website has been updated with new resources and content when relevant including a map of the US with a sampling of profiles for trainees.



2.b.	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
	Develop and deliver high-quality trainings	Quarterly; as approved	Meeting materials and evaluation summaries	<p>Webinars held this contract year include (date and participant counts in parentheses): Newborn Screening for Fragile X Syndrome and Other DDs (October 2019; 21) Model Services by UCEDDs (October 2019; 18) The Current State of Service Coordination (December 2019; 110) The Active Ingredients in Home Visiting: Using HOVRS To Engage Families and Improve Outcomes (January 2020; 30) Council-Trainee Representative program orientation (February 2020; 13) 2020 AUCD Leadership Academy Informational Webinar (February 2020; 20) NIDILRR Research Grant Program Overview (February 2020; 34) Demonstration Services by UCEDDs (February 2020; 18) The Impact of Social Media (March 2020; 80) Embracing Diversity in Recruitment (March 2020; 42) NIRS Import Export Webinar (April 2020; 50) Research at UCEDDs (April 2020; 20) COVID-19: How UCEDDs and LEND programs can partner with EI and SPED systems (April 2020; 256 and May 2020; 98) 2020 AUCD Emerging Leaders End of the Year Webinar (May 2020; 38) COVID-19 and the UCEDD Responses Across the Network (May 2020; 109) Calling All Minority-Serving Research Centers (May 2020; 5) Families: What They are Saying, and how UCEDDs can help (May 2020; 211) Innovations and Best Practices in Medicaid Managed LTSS (May 2020; 45) The Role of Cultural Diversity in Mentoring (June 2020; 109) UCEDD Product Development and Information Dissemination (July 2020; 61) Supporting Families in the Post-COVID World (August 2020; 18) NIRS FY21 Rollout Webinar (August 2020; 70) Developing UCEDD Core Functions Plans (August 2020; 19) 2020 AUCD Emerging Leaders Welcome Webinar (September 2020; 63) Admin Essentials: Creating a Business Manager Position (September 2020; 18) Admin Essentials: Meaningfully Engaging Your CAC (September 2020; 40)</p>
	TA Institute	6/30/2020	Meeting materials and evaluation summaries	<p>The TA Institute was held virtually March 11-12, 2020. This year the new Equity, Diversity, and Inclusion Action Plan for the UCEDD network was featured. The virtual format significantly increased participation and received positive feedback from network members. Session notes and the event archive have been posted to the website and circulated to the network as resource for network. The 2021 TA Institute will also be held virtually. A planning committee has been formed to plan the format and content.</p>
	Orientation for new UCEDD Directors	9/29/2020	Meeting materials and evaluation summaries	<p>This contract year follow up calls with the 2019 cohort of new directors were held. A new directors orientation planned for April 2020 was converted into a virtual learning series held over six 1.5 hr sessions in May-July. Eleven new directors participated in the virtual learning series. URC staff held 1:1 calls with new directors as they started their new roles and provided other administrative support to the transition processes.</p>
	Orientation for New Data Coordinators	9/29/2020	Meeting materials and evaluation summaries	<p>NIRS Online Learning Modules were launched in May 2020.</p>
	Leadership training for UCEDD staff & faculty	7/31/2020	Meeting materials and evaluation summaries	<p>The 2019 Leadership Academy Cohort was supported with small group mentoring through June 2020. The 2020 Leadership Academy was converted into a virtual format which launched in September 2020 and will continue through December 2020. An evaluation report for the 2019 Academy was submitted to OIDD in September 2020.</p>



	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
	TA meetings at AUCD conference <i>Territories</i> <i>Data Coordinators</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>Trainee-Professional networking</i> <i>NIRS exhibit table</i>	12/31/2019	Meeting materials and evaluation summaries	All meetings held as scheduled at AUCD2019 conference Nov. 17-21; thank you notes sent to all speakers. Diversity fellows dinner was canceled due to lack of interest. Conference follow-up activities included completing meeting notes and posting online. Email sent to UCEDD Directors when meeting notes were available online. Evaluation summaries are complete for the following meetings Joint/UCEDD Directors Data Coordinators Territories In planning for the 2020 conference, AUCD determined that the 2020 Annual conference will be held virtually. Most TA meetings typically held at the conference will be held virtually on a different timeline to optimize participation. Trainee events will still be held during the conference. The UCEDD Directors will be held 1/27/21 and 5 year planning meeting will be held 12/15/20. The Joint Directors meeting will be 12/10/20 3-5pm. The territories meeting will be scheduled with participants, time/date TBD. The Data Coordinators meeting will be 11/17/20 4-6pm.
	Tip Sheets	9/29/2020	Final tip sheets	Tip Sheets completed and disseminated this year include: Updating Your Center's Information Tip Sheet (February 2020) Instructions for NIRS Import/Export Feature (March 2020) Model Services Tip Sheet (May 2020) TA for UCEDDs Tip Sheet (May 2020) Community Service Training Tip Sheet (May 2020)
2.c.	Develop and disseminate current and relevant resources to national network	Monthly through 9/29/2020	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. Based on network feedback and to responde to reduced staffing levels, dissemination of Announcements was reduced to weekly rather than semi-weekly in November 2019. Additional recurring disseminations were developed in March 2020 - a weekly and then biweekly email to directors summarizing COVID 19 resources and trends - and June 2020 an annual series of NIRS update information. The URC is currently reaching 2122 people with Announcements (semi-weekly), Funding Opportunities (weekly) and Resources (weekly); 3442 people with AUCD 360 (monthly); 3683 people with Disability Policy News InBrief (weekly); 1663 people with the trainee news disseminations (bi-monthly); 279 people with the COVID Updates; and 195 people with NIRS resources and information. In addition to the recurring disseminations, the URC circulated 42 unique disseminations to provide timely and targetd information about new resources.
2.d.	Rapid response and operational support to UCEDDs	Monthly through 9/29/2020	Monthly update in work plan	487 Rapid Repsonse Requests were received and responded to this contract year.
2.e.	Provide individualized T/TA to UCEDDs	As approved	Draft TA Plan, summary report, 1-year follow-up report	8 requests for intensive individualized TA were received this year. One request was fully satisfied with on-site TA in February 2020. The remaining 7 have been partially addressed virtually with plans for additional support extending into the coming contract year.

Objective 3: Strengthening Peer-to-Peer Contacts and Networking



	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
3.a.	Establish and maintain cadre of UCEDD experts	9/29/2020	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). A cadre of former directors have agreed to serve as expert consultants to the network in addressing leadership pipeline needs.</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 9 such reports to advise policy makers, federal partners, network members and other concerned parties.</p>
3.b.	Support peer-to-peer networking	9/29/2020	UCEDD Directory. NIRS public search.	<p>The URC continued to host the UCEDD Directory and NIRS public search throughout the year. After putting together a TA plan to combine these peer-to-peer networking tools and reviewing the TA plan with network members at the fall directors' and data coordinators' meetings, efforts to combine these features into a consolidated networking platform was put on hold this year due to emergent needs related to the COVID-19 pandemic.</p> <p>The URC began hosting weekly peer-networking calls focused on COVID-19 problem solving in March 2020. These calls were transitioned to bi-weekly in July. The calls were highly regarded as an effective TA mechanism in the 2020 global TA survey. Each call was followed by an email that summarized discussion items, network trends and resources being made available in a shared resource library</p>

Objective 4: Collaboration

4.a.	Partner-focused working relationship between ACL and AUCD	9/29/2020	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>The URC participated in regular calls with ACL to discuss COVID-19 response.</p> <p>The URC worked with OIDD staff to update the QRS guidebook and guidance on supplemental applications.</p>
	Foster effective partnership between ACL and UCEDDs	9/29/2020	Partnership activities and outcomes (individualized per partner)	<p>The URC hosted several opportunities for ACL staff to connect with the UCEDD network including: at the AUCD conference - the Joint UCEDD/LEND Directors Meeting, the UCEDD 5 year planning meeting, a meeting for the commission, and the closing plenary on Capitol Hill; at the TA Institute; at the New UCEDD Directors Meeting; at the first quarterly new directors cohort call; and at the Community Based Transition Partnership Planning Grantee Kickoff call.</p> <p>The URC worked with ACL to promote HHS initiatives including the Mental Health Challenge, the CBTP grant opportunity and review, an Employment initiative. Multiple times throughout the year, the URC provided ACL with recommendations for UCEDDs to serve as locations for site visits or to serve as expert resources on specific topics. The URC worked with OIDD to solicit input into the revised reporting process before it was finalized by OIDD in June 2020.</p>
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	9/29/2020	<p>Established Project Advisory Committee (PAC)</p> <p>TA Institute planning committee</p> <p>UCEDD Directors Mtg</p> <p>Planning cmte</p> <p>Letters of support for UCEDD applications for leveraging funds</p> <p>Recommendations for UCEDD</p>	<p>The URC organized UCEDD input via several planning and advisory committees including the Project Advisory Committee, the TA Institute Planning Committee and the UCEDD Directors Planning committee as well as the new Plain Language Advisory Committee and the Spanish Language Caucus. Each of these groups represents diverse perspectives from the UCEDD network at multiple levels.</p> <p>The URC contributed 20 letters of support to UCEDD applications to leverage funds.</p>



	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
	PAC Strategic Planning Meeting	11/30/2019	Meeting agenda and minutes	Held on 10.25.19.
	PAC Annual Review Meeting	8/31/2020	Meeting agenda and minutes	Held on 8.24.20.
	State Systems Change TA	9/29/2020	TBD	Established Advisory Group on State Policy TA needs and developed TA plan to address network needs through resource development. Three resources were developed in 2020 that focused on COVID-19 response and related opportunities for UCEDDs to engage in state systems change.
	NAS Grantee Support	10/31/2019 9/29/2020	NTI TA Final Report Quarterly meeting agenda and minutes	Final report submitted in October 2019. Quarterly coordination calls between grantees and federal partners were held in December 2019, February 2020, May 2020, and September 2020.
4.c.	Partner-focused working relationship with DD Council and P&A TA providers	9/29/2020	Quarterly meetings	Participated in quarterly meetings with other TA center staff. Weekly COVID calls with ACL include DD Network, ASAN and CIL national partners, providing opportunity to share updates and mutual problem-solving and collaboration. Participated in bi-weekly meetings with NCIL, ILRU, and APRIL on accessible technology considerations for PWD.
	Address issues related to DD network collaboration	9/29/2020	Identification of issues TA addressing issues	Coordinated with DD Network partners around evaluation best practices, language access plan development and implementation, leveraging expert consultants, transition to virtual events (in response to the COVID-19 pandemic), and emergency response.
	Address pressing disability issues in the States/Territories	9/29/2020	Annual Territories' meeting Identification of disability issues; TA addressing disability issues	Held territories meetings on 11/21/19 and held coordination call with AUCD policy team on 1.10.20 in response to request for TA regarding systems change. Circulated call for consultation regarding TA on territorial systems change capacity building request, but when no consultants responded, developed intensive individualized TA plan with each territory to address this TA need. Held NIDILRR grant program webinar on 2/20/20 at Territories request.
	Partner with UCEDDs and other relevant entities and programs to improve outcomes for PWD.	9/29/2020	Disseminate findings of partnership to UCEDD network, and networks identified by fed partners	Coordinated brownbag at World Bank to showcase UCEDD work on international mentorship for inclusive education and employment leaders. Connected UCEDD physicians in CA with CA Foundation for IL Centers re: shaping policies around power shut-off, fire response, and evacuation to better meet needs of PWD. Facilitated invitation for Co-Chair of AUCD's Deaf, Blind, and DeafBlind (DBDB) special interest group at the LA UCEDD to participate in professional development national planning meeting coordinated by OSEP. Provided input on new MOU being developed between AUCD and FEMA. Joined advisory group for Assuring Better Communication for Deciding Together (ABCD) initiative of Communication First, in collaboration with Mary Shuh and Bob Williams.
	Partner with UCEDDs and other relevant entities and programs -HCBS settings rule implementation	9/29/2020	Partner with ACL, CMS, UCEDDs to track and provide updates on state-specific and federal actions re: HCBS settings rule	Participated in monthly calls with ACL and CMS; communicated with network members around HCBS settings transition plan updates and state waiver updates where comments were due. Disseminated HCBS Advocacy Coalition Outcomes White Paper. Information gathering on weekly network calls re HCBS during COVID and information sharing with ACL and provided speaker contact to ACL for ACL Webinar on HCBS, Employment and Adult Day Services in time of COVID. Information sharing and updates on CMS extension of HCBS Rule deadline with interested network members by email and entire network by newsletter; introductions of network members to CMS for Webinar speakers and updates on COVID activity on the ground.
4.d.	Identify and address emerging priorities and needs	9/29/2020	Identification of emerging needs	Through Rapid Response Request and Global Survey analysis, PAC and OIDD discussions, identified needs in UCEDDs. Needs tracked in data platform and reviewed frequently to prioritize. Several needs were put on hold during the Spring/Summer of 2020 as the emergent needs of the network were dominated by COVID-19 response. To respond to this need, the URC contracted with the MI UCEDD for a part-time COVID coordinator to assist with the implementation and monitoring of COVID response activities at AUCD and across the network.



Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
Convene groups of experts, including from UCEDDs and fed agencies	9/29/2020	Engaging Councils, SIGs and other workgroups in TA activities	URC staff convened experts in the areas of Communications, Research, Inclusive Leadership, Diversity and Multiculturalism, Training, Early Childhood Interventions, Aging, Family Support, Emergency Preparations and Response, Mental Health, Employment and Post-Secondary Educations. In coordination with these groups of experts, URC staff identified and addressed a wide range of network needs through webinars, resources, and cross-center collaboration.
Identify and discuss emerging issues and practices	9/29/2020	Minutes from expert convening and/or iterative drafts of expert-informed TA materials	<p>Roundtable discussions at November UCEDD Directors meeting addressed the following needs:</p> <ol style="list-style-type: none"> 1. Engaging in state systems change activities 2. Knowledge Translation (KT) 3. Administrative and organizational tools that facilitate smooth operations 4. Models for implementing Equity, Diversity and Inclusion in your UCEDD 5. TA Tool: Increasing network visibility 6. Navigating the internal politics of your institution 7. Creative approaches to funding 8. Cultivating a network for new leaders from non-traditional backgrounds 9. Engaging with culturally distinct and historically underrepresented communities 10. Mentorship and collegial consultation: Finding peers and making connections <p>Discussions at TA Institute Addressed the following emerging needs:</p> <ol style="list-style-type: none"> 1. Leveraging the strengths of the university and the UCEDD for improved partnerships 2. Reaching community audiences with relevant research knowledge 3. Providing and participating in ongoing staff/faculty training 4. Developing strategic partnerships outside your university 5. Diversifying funding with creative strategies 6. Planning for successful leadership transitions 7. Designing sustainable programs 8. Setting five-year plan goals to increase leveraged funds 9. Responding to COVID-19 in Higher Education Settings



	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
	Develop guidance or other TA resources on emerging issues	9/29/2020	TA addressing emerging needs	<p>In addition to the tip sheets listed above, the following resources were developed to address emerging needs:</p> <p>UCEDD Directors Meeting Materials (November 2019): URC 2019-2020 TA Activities + 2019 UCEDD Directors' Meeting Roundtable Notes Equity, Diversity & Inclusion Action Plan (November 2019) 2019 UCEDD Director Salary Survey Report (March 2020) TA Institute Meeting Materials (March 2020): URC TA Updates for TA Institute - Handout; TA Institute Meeting Materials – Presentations; TA Institute Virtual Meeting Archive Charting Your Course: Toolkit for New UCEDD Directors (March 2020) AUCD Network Coronavirus Response Resource Library (March 2020) COVID-19 Emergency Supplemental Funding Packages: Funding Directed to State, Local, Territorial, and Tribal Governments (April 2020) Frequently Asked Questions (FAQ) Re COVID-19 (April 2020) Frequently Asked Questions (FAQ) 2.0 Re COVID-19 (April 2020) Webinar Archives (12) Diversity and Inclusion Resources: Diversity Fellow Projects and Toolkit Strategies (June 2020) NIRS COVID-19 Reporting Guidance (June 2020) Plain Language and Spanish Language versions of existing materials (September 2020)</p> <p>Additionally, a report on UCEDD-University relationships is under development. The survey to inform this product was disseminated in August 2020.</p>

Objective 5: Information Management

5.a.	Provide web-based info management system	9/29/2020	Web-based National Information and Reporting System (NIRS)	NIRS was shutdown on 7/31/2020 for annual updates. Deployment testing began on 8/1/20 and finished on 8/5/2020. 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	12/1/2019	Plan for updates	Identified in collaboration with network members and OIDD 3 priority updates for FY20: 5 year cumulative report content, NIRS accessibility coding update, import/export function. Requested upgrades were reviewed, prioritized, sent to development, and deployed. Webinars demonstrating the updates were held in April 2020 and August 2020.
5.c.	Manage web-based info management system that supports UCEDD reporting	9/29/2020	Web-based National Information and Reporting System (NIRS)	Data entered in NIRS populated the UCEDD PPRs. System maintained.
5.d.	Establish and manage reporting	9/29/2020	NIRS PPR function	Maintained and provided assistance with custom reports. URC worked with OIDD to finalize guidance to UCEDDs about reporting the impact of COVID-19 on activities, products and publications. PPRs have been submitted to Grant Solutions, including the 3 centers that secured reporting extensions who received individualized TA. Copies of each Center's PPR have been delivered directly to ACL staff in virtual data transfers broken down by HHS region.
5.e.	Provide T/TA to UCEDD and OIDD on PPR	Monthly through 9/29/2020	Provision of TA	URC staff responded to 164 rapid response requests on UCEDD federal reporting. Updates to TA documents in support of FY 2021 updates is ongoing. Quarterly calls have been hosted for Data Coordinators to collectively troubleshoot issues with URC staff. A series of annual disseminations to Data Coordinators in support of data management and reporting requirements was added to our documentation.
5.f.	Manage public search of UCEDD projects and products	9/29/2020	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. Some progress was made early in the year but the project was put on hold during the Spring/Summer. The initiative will be revisited in the 2020-2021 contract year.



	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
	Data file	8/30/2020	Access database file of all UCEDD data	Worked with OIDD to establish new data transfer timeline to accommodate programs with reporting extension. Database file of all FY20 UCEDD data sent via email, with password under separate email for security, on 8/27/20.
5.g	Maintain compliance with BOD-18-01 incl. email/web security	9/29/2020	Confirmation of 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 9/29/2020 9/29/2020	Diversity and Inclusion Toolkit Update toolkit with sustainability outcomes from Diversity Fellowship NTI	Regular updates to the Diversity and Inclusion Toolkit - including resources and case studies - have been made and disseminated to the network on a monthly basis. Based on network input gathered during the 2019 Conference, the URC began development of platform modifications to enhance useability of the product and make it more dynamic. These upgrades will be deployed in the 2020-2021 contract year. The final report from the Diversity Fellowship NTI (including the sustainability recommendations) has been added to the Diversity and Inclusion toolkit.
6.b.	Cultivate partnerships	9/29/2020		OMHRC met with URC staff to explore opportunities for collaboration. The URC also met with representatives from Unidos and developed a menu of network resources which address their priority areas. Partnered with Morehouse College of Medicine on HHS Office of Minority Health covid relief funds for underserved communities.
6.c	Support Dissemination and Implementation of Diversity, Equity, and Inclusion Action Plan	9/29/2020		Worked with Plan authors October-February to draft dissemination and implementation proposal for OIDD. Submitted proposal to OIDD in March 2020 and received approval for two staged implementation in June 2020. As stage one, the URC recruited a facilitator and a network workgroup in August to inform a TA plan for implementation in the 2020-2021 contract year (stage 2 of the approved implementation plan).



	Tasks and Activities	Deadline	Deliverable(s)	Summary of TA Activities
	Develop Language Access Plan and provide TA to network	11/2019	Partnership with Experts Language Access Plan TA Activity	<p>Held series of Language and Communication Advisory Council (LAAC) calls to finalize Language and Communication Access Plan and prioritize two language and communication needs to be addressed in collaboration with network workgroups. The LAAC recommended prioritizing Spanish Language and Plain Language. Advisory groups were established from among network members for both of these groups. Advisory groups recommended priority resources for translation/adaptation. Vendors were vetted and selected to assist the URC with meeting these language access needs. Network member reviewers were recruited to review vendor's work products. The following resources were adapted/translated by the end of September 2020:</p> <p>Spanish Language - Spanish Language: Language & Communication Access Plan 2019-2020 Spanish Language: Equity, Diversity, and Inclusion Action Plan Spanish Language: AUCD Brochure Spanish Language: UCEDD Brochure Spanish Language: What is Medicaid Factsheet Spanish Language: Education vs Advocacy: Know the Difference Spanish Language: State Advocacy 101 Spanish Language: DD Network Infographic Spanish Language: UCEDD Checklist CAC Spanish Language: UCEDD Elevator Speech Template Spanish Language: UCEDD University Messaging Tool Spanish Language: University Messaging Tools Website Content</p> <p>Plain Language - ABC's of Plain Language work sheet DD Act (Easy read) AUCD brochure (Easy read) UCEDD framework(Easy read) Medicaid (Easy read) Relationship building (Easy read) Voting (Easy read) Members of Congress(Easy read)</p>
	Develop Accommodations Policy and Accessibility Guide and provide TA to network	11/2019	Partnership with Experts Accommodations Policy Accessibility Guide TA Activity	Put on hold due to COVID
		9/29/2020	Partnership with Experts Cultural Learning Exchange TA Activity	Put on hold due to COVID

Appendix C: List of URC Events

In the 2019-2020 contract year, the URC implemented the following trainings and TA Events (dates and numbers of participants are shown in parentheses):

- Data Coordinators NIRS TA Calls (October 2019, January 2020, April 2020, July 2020; 68, 72, 90 and 65 respectively)
- TA Meetings at 2019 Conference (all November 2019): UCEDD Directors Meeting (105), Data Coordinators Meeting (57), Territories Meeting (11), UCEDD 5-year planning meeting (12), Trainee Networking Session (184), Trainee Focus Group (11), Trainee-Professional Networking Breakfast (265), UCEDD Director Meeting with AOD Leadership (65), Leading Change in Disability Rights, Ethics and Genetics: Generating Conversation for Policy and Practice (135), Poster Symposium: Diversity Fellows (53)
- UCEDD TA Institute (March 2020; 170)
- Network COVID Response Coordination Calls (March-September 2020; 105)
- New UCEDD Director Orientation (May-July 2020; 16)
- AUCD Leadership Academy Kickoff (September 2020; 24)
- Webinars:
 - Newborn Screening for Fragile X Syndrome and Other Developmental Disabilities (October 2019; 21)
 - Model Services by UCEDDs (October 2019; 18)
 - The Current State of Service Coordination Across the Country (December 2019; 110)
 - The Active Ingredients in Home Visiting: Using HOVRS To Engage Families and Improve Outcomes (January 2020; 30)
 - Council-Trainee Representative program orientation (February 2020; 13)
 - 2020 AUCD Leadership Academy Informational Webinar (February 2020; 20)
 - NIDILRR Research Grant Program Overview (February 2020; 34)
 - Demonstration Services by UCEDDs (February 2020; 18)
 - The Impact of Social Media (March 2020; 80)
 - Embracing Diversity in Recruitment of Trainees, Faculty and Staff (March 2020; 42)
 - NIRS Import Export Webinar (April 2020; 50)
 - Research at UCEDDs (April 2020; 20)
 - COVID-19: How UCEDDS and LEND programs can partner with state and local early intervention and special education systems during this, and future pandemics (April 2020; 256)
 - COVID-19: How UCEDDS and LEND programs can partner with state and local early intervention and special education systems during this, and future pandemics II (May 2020; 98)
 - 2020 AUCD Emerging Leaders End of the Year Webinar: Launching Your Life After Training (May 2020; 38)
 - COVID-19 and the UCEDD Responses Across the Network (May 2020; 109)

- Calling All Minority-Serving Research Centers within the AUCD Network (May 2020; 5)
- Families: What They are Saying, and how UCEDDs and LENDs can help (May 2020; 211)
- Innovations and Best Practices in Medicaid Managed Long-Term Services and Supports: An Opportunity for the AUCD Network (May 2020; 45)
- The Role of Cultural Diversity in Mentoring (June 2020; 109)
- UCEDD Product Development and Information Dissemination (July 2020; 61)
- Supporting Families in the Post-COVID World: Using Technology to Maximize Reach and Remain Connected (August 2020; 18)
- NIRS FY21 Rollout Webinar (August 2020; 70)
- Developing UCEDD Core Functions Plans (August 2020; 19)
- CBTP Planning Grants Kickoff Call (September 2020; 35)
- 2020 AUCD Emerging Leaders Welcome Webinar (September 2020; 63)
- Admin Essentials: How and When to Create a Business Manager (September 2020; 18)
- Admin Essentials: Meaningfully Engaging Your CAC (September 2020; 40)
- NIRS Demo for Texas A&M Center on Disability and Development (September 2020; 9)

Appendix D: List of URC Products and Publications

In the 2019-2020 contract year, the URC developed the following products and publications grouped by language (dissemination date in parentheses):

English Language

- URC TA Evaluation Report 2018 2019 (October 2019)
- UCEDD Directors Meeting Materials (November 2019)
 - URC 2019-2020 TA Activities
 - 2019 UCEDD Directors' Meeting Roundtable Notes
- Equity, Diversity & Inclusion Action Plan (November 2019)
- Rapid Response Reports and Network Summaries
 - UCEDD Initiatives Featuring Online Training Platforms (January 2020)
 - AUCD Network Engagement Around Neonatal Abstinence Syndrome (NAS) and Prenatal Opioid Exposure (January 2020)
 - UCEDD Network Engagement with Long Term Services and supports (January 2020)
 - UCEDD Network Engagement with Native American Projects (January 2020)
 - Summary of Network Capacity with Remote Service and Training Provision (April 2020)
 - Updates to UCEDD Network Engagement with Native American Projects (May 2020)
 - Updates to UCEDD Network Engagement with Native American Projects (August 2020)
 - AUCD Network Article Nominations for the 2020 IACC Summary of Advances (August 2020)
 - UCEDD Network Engagement with trainings for law enforcement officers (September 2020)
- Tip Sheets
 - Updating Your Center's Information Tip Sheet (February 2020)
 - Instructions for NIRS Import/Export Feature (March 2020)
 - Model Services Tip Sheet (May 2020)
 - TA for UCEDDs Tip Sheet (May 2020)
 - Community Service Training Tip Sheet (May 2020)
- Revamped website (March 2020)
- 2019 UCEDD Director Salary Survey Report (March 2020)
- TA Institute Meeting Materials (March 2020)
 - URC TA Updates for TA Institute - Handout
 - TA Institute Meeting Materials – Presentations
 - TA Institute Virtual Meeting Archive
- Charting Your Course: Toolkit for New UCEDD Directors (March 2020)
- AUCD Network Coronavirus Response Resource Library (March 2020)
- COVID-19 Emergency Supplemental Funding Packages: Funding Directed to State, Local, Territorial, and Tribal Governments (April 2020)
- Frequently Asked Questions (FAQ) Re COVID-19 (April 2020)

- Frequently Asked Questions (FAQ) 2.0 Re COVID-19 (April 2020)
- Webinar Archives
 - Demonstration Services by UCEDDs Webinar Archive (February 2020)
 - NIDILRR Research Grant Program Overview Webinar Archive (February 2020)
 - Research by UCEDDs Webinar Archive (April 2020)
 - NIRS Import/Export Demo Webinar Archive (April 2020)
 - Embracing Diversity in Recruitment of Trainees, Faculty and Staff Webinar Archive (April 2020)
 - Calling All Minority-Serving Research Centers within the AUCD Network! Webinar Archive (May 2020)
 - Families: What They are Saying, and how UCEDDs and LENDs can help Webinar Archive (June 2020)
 - The Role of Cultural Diversity in Mentoring Webinar Archive (July 2020)
 - Supporting Families in the Post-COVID World: Using Technology to Maximize Reach and Remain Connected Webinar Archive (August 2020)
 - 2020 AUCD Emerging Leaders Welcome Webinar Archive (September 2020)
 - Admin Essentials: How and When to Establish a Business Manager Archive (September 2020)
 - Admin Essentials: Meaningfully Engaging Your CAC Archive (September 2020)
- NIRS Online Learning Modules (May 2020)
- New UCEDD Directors Orientation Meeting Materials
 - Agenda (May 2020)
 - May 2020 AUCD Network Engagement Document (May 2020)
 - UCEDD Grant Writing and Reporting Timeline (May 2020)
 - Getting to Know AUCD, First Year Priorities Session 1 (May 2020)
 - Grounding in the DD Act and Data Management and Reporting Session 2 (May 2020)
 - Core Functions Session 3 (June 2020)
 - Diversity, Inclusion and Personnel Development Session 4 (June 2020)
 - Operations and Stakeholder Engagement Session 5 (July 2020)
 - New UCEDD Directors Orientation Meeting Archive (August 2020)
- Diversity and Inclusion Resources: Diversity Fellow Projects and Toolkit Strategies (June 2020)
- NIRS COVID-19 Guidance (June 2020)
- Funding Opportunity: Network Implementation of the Equity Diversity and Inclusion Action Plan (July 2020)
- Virtual Engagement Resources (Produced in September 2020, Dissemination in 2020-2021)
- Training Orientation Videos - English with Audio Description (Produced in September 2020, Dissemination in 2020-2021)
- Training Orientation Videos - Spanish with Audio Description (Produced in September 2020, Dissemination in 2020-2021)
- Updated AUCD Brochure (Produced in September 2020, Dissemination in 2020-2021)
- Updated UCEDD Brochure (Produced in September 2020, Dissemination in 2020-2021)

Spanish Language - (Produced in September 2020, Dissemination in 2020-2021)

- Spanish Language: Language & Communication Access Plan 2019-2020
- Spanish Language: Equity, Diversity, and Inclusion Action Plan
- Spanish Language: AUCD Brochure
- Spanish Language: UCEDD Brochure
- Spanish Language: What is Medicaid Factsheet
- Spanish Language: Education vs Advocacy: Know the Difference
- Spanish Language: State Advocacy 101
- Spanish Language: DD Network Infographic
- Spanish Language: UCEDD Checklist CAC
- Spanish Language: UCEDD Elevator Speech Template
- Spanish Language: UCEDD University Messaging Tool
- Spanish Language: University Messaging Tools Website Content

Plain Language - (Produced in September 2020, Dissemination in 2020-2021)

- ABC's of Plain Language work sheet
- DD Act (Easy read)
- AUCD brochure (Easy read)
- UCEDD framework(Easy read)
- Medicaid (Easy read)
- Relationship building (Easy read)
- Voting (Easy read)
- Members of Congress(Easy read)

Appendix E: 2019-2020 Global Survey Form

2019-2020 UCEDD Resource Center TA Evaluation

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, 2020.

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	-- select state -- <input type="button" value="v"/>

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

- | | |
|----------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> UCEDD director | <input type="checkbox"/> Project director |
| <input type="checkbox"/> UCEDD associate director | <input type="checkbox"/> Researcher |
| <input type="checkbox"/> UCEDD Data coordinator | <input type="checkbox"/> UCEDD Administrative staff |
| <input type="checkbox"/> UCEDD Business/operations staff | <input type="checkbox"/> Trainee/Student |
| <input type="checkbox"/> UCEDD Core functions director/coordinator | <input type="checkbox"/> Federal Partner |
| <input type="checkbox"/> UCEDD Area of emphasis director/coordinator | <input type="checkbox"/> DD Network Partner |
| <input type="checkbox"/> Other (please specify): | |

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

- 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 received intensive individualized 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, report, article, toolkit, FAQ, or webinar recording
- I read announcements or newsletters from the URC (for example the Announcements, Resources, or AUCD 360 e-newsletters)
- 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 recieved 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. 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.

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

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

16. 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?

17. Gender

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

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

- White or Caucasian
- Black or African American
- Asian or Asian American
- Other (please specify)
- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander

19. Ethnicity: Hispanic is an ethnic category for people whose origins are in the Spanish-speaking countries of Latin America or who identify with a Spanish-speaking culture. Individuals who are Hispanic may be of any race.

- Hispanic
- Non-Hispanic

20. Do you, yourself, have a disability?

- Yes
- No

21. Do you speak a language other than English at home?

- No
- Yes (please specify)

22. If yes how well do you speak English?

- Very well
- Well
- Not well
- Not at all

23. 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.

Name

Email Address

Phone Number

Appendix F URC TA Data Summary 2017-2020

Rapid Response Request Data Summary

	2017-2018		2018-2019		2019-2020	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of requests	357	100.00%	279	100.00%	487	100.00%
Requests by topic: core function						
Interdisciplinary pre-service training	27	7.56%	25	8.96%	17	3.49%
Community services – training and TA	37	10.36%	18	6.45%	63	12.94%
Community services – model and	8	2.24%	11	3.94%	32	6.57%
Research and evaluation	31	8.68%	11	3.94%	26	5.34%
Public policy development and analysis	12	3.36%	8	2.87%	26	5.34%
Information dissemination	25	7.00%	12	4.30%	51	10.47%
Requests by topic: organizational competency						
University relations	10	2.80%	7	2.51%	11	2.26%
Statutory compliance	7	1.96%	17	6.09%	24	4.93%
Measurement and evaluation of UCEDD	1	0.28%	3	1.08%	8	1.64%
Activity planning and evaluation	9	2.52%	15	5.38%	59	12.11%
Grant application assistance	51	14.29%	17	6.09%	41	8.42%
Federal partner communications	3	0.84%	12	4.30%	50	10.27%
Federal reporting	118	33.05%	118	42.29%	164	33.68%
Succession planning	16	4.48%	31	11.11%	32	6.57%
Other personnel management	4	1.12%	5	1.79%	7	1.44%
Leveraging funds and sustainability	7	1.96%	14	5.02%	35	7.19%
CAC training	4	1.12%	6	2.15%	5	1.03%
Operations and financial management	2	0.56%	7	2.51%	7	1.44%
Collaborations	27	7.56%	24	8.60%	63	12.94%
Strategic planning	2	0.56%	5	1.79%	8	1.64%
Diversity, inclusion, and cultural and linguistic competence	20	5.60%	12	4.30%	23	4.72%
Requests by type						
Information	303	84.87%	213	76.34%	349	71.66%
Materials	36	10.08%	35	12.54%	60	12.32%
Expert referrals	59	16.53%	51	18.28%	73	14.99%
Training	3	0.84%	1	0.36%	5	1.03%
Intensive consultation	0	0.00%	8	2.87%	12	2.46%
Workgroup	2	0.56%	1	0.36%	5	1.03%
Other	7	1.96%	6	2.15%	36	7.39%

Collaboration Data Summary

	2017-2018		2018-2019		2019-2020	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of collaborations	49		50		62	
By topic: core function						
Interdisciplinary pre-service training	7	15.22%	5	10.00%	7	11.29%
Community services – training and TA	7	15.22%	14	28.00%	32	51.61%
Community services – model and demonstration	0	0.00%	1	2.00%	4	6.45%
Research and evaluation	7	15.22%	15	30.00%	17	27.42%
Public policy development and analysis	2	4.35%	7	14.00%	10	16.13%
Information dissemination	5	10.87%	6	12.00%	25	40.32%
By topic: organizational competency						
University relations	1	2.17%	2	4.00%	1	1.61%
Statutory compliance	1	2.17%	1	2.00%	1	1.61%
Measurement and evaluation of UCEDD effectiveness	0	0.00%	0	0.00%	0	0.00%
Activity planning and evaluation	5	10.87%	2	4.00%	12	19.35%
Grant application assistance	0	0.00%	1	2.00%	1	1.61%
Federal partner communications	3	6.52%	1	2.00%	6	9.68%
Federal reporting	1	2.17%	0	0.00%	1	1.61%
Succession planning	4	8.70%	1	2.00%	3	4.84%
Other personnel management	0	0.00%	0	0.00%	0	0.00%
Leveraging funds and sustainability	8	17.39%	15	30.00%	13	20.97%
CAC training	0	0.00%	1	2.00%	0	0.00%
Operations and financial management	2	4.35%	0	0.00%	1	1.61%
Collaborations	15	30.43%	22	44.00%	38	61.29%
Strategic planning	0	0.00%	2	4.00%	4	6.45%
Diversity, inclusion, and cultural and linguistic responsiveness	12	26.09%	6	12.00%	9	14.52%
Number of meetings	143	n/a	145	n/a	347	n/a

TA Event (recurring and non-recurring) Data Summary

	2017-2018		2018-2019		2019-2020	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of events	15.00		35.00		48.00	
Average number of participants per event	36.00		40.94		73.06	
Number of participant hours	694.50		4216.75		8079.5	
Events by topic: core function						
Interdisciplinary pre-service training	7.00	46.67%	12.00	36.36%	5.00	10.42%
Community services – training and TA	0.00	0.00%	5.00	15.15%	0.00	0.00%
Community services – model and demonstration services	0.00	0.00%	1.00	3.03%	2.00	4.17%
Research and evaluation	1.00	6.67%	4.00	12.12%	11.00	22.92%
Public policy development and analysis	0.00	0.00%	1.00	3.03%	3.00	6.25%
Information dissemination	3.00	20.00%	11.00	33.33%	21.00	43.75%
Events by topic: organizational competency						
University relations	0.00	0.00%	2.00	6.06%	1.00	2.08%
Statutory compliance	0.00	0.00%	3.00	9.09%	3.00	6.25%
Measurement and evaluation of UCEDD effectiveness	0.00	0.00%	0.00	0.00%	0.00	0.00%
Activity planning and evaluation	0.00	0.00%	1.00	3.03%	8.00	16.67%
Grant application assistance	1.00	6.67%	1.00	3.03%	1.00	2.08%
Federal partner communications	0.00	0.00%	2.00	6.06%	3.00	6.25%
Federal reporting	0.00	0.00%	5.00	15.15%	8.00	16.67%
Succession planning	0.00	0.00%	4.00	12.12%	2.00	4.17%
Other personnel management	0.00	0.00%	0.00	0.00%	0.00	0.00%
Leveraging funds and sustainability	0.00	0.00%	0.00	0.00%	2.00	4.17%
CAC training	0.00	0.00%	1.00	3.03%	1.00	2.08%
Operations and financial management	1.00	6.67%	0.00	0.00%	1.00	2.08%
Collaborations	1.00	6.67%	7.00	21.21%	22.00	45.83%
Strategic planning	0.00	0.00%	0.00	0.00%	6.00	12.50%
Diversity, inclusion, and cultural and linguistic competence (including requests for literacy adaptation and language translation services)	2.00	13.33%	7.00	21.21%	5.00	10.42%

Unique Product Development and Dissemination Data Summary

	2017-2018		2018-2019		2019-2020	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of unique products developed	12		19		68	
Total disseminations	6		19		67	
Number of language translations conducted	0	0.00%	0	0.00%	34	50.00%
Average number of recipients per dissemination	189.75		113.89		740.91	
Products disseminated by topic: core function						
Interdisciplinary pre-service training	2	16.67%	1	5.26%	2	2.94%
Community services – training and TA	2	16.67%	2	10.53%	2	2.94%
Community services – model and demonstration services	0	0.00%	3	15.79%	3	4.41%
Research and evaluation	1	8.33%	0	0.00%	13	19.12%
Public policy development and analysis	1	8.33%	1	5.26%	5	7.35%
Information dissemination	6	50.00%	2	10.53%	22	32.35%
Products disseminated by topic: organizational competency						
University relations	0	0.00%	1	5.26%	3	4.41%
Statutory compliance	0	0.00%	1	5.26%	5	7.35%
Measurement and evaluation of UCEDD effectiveness	0	0.00%	0	0.00%	0	0.00%
Activity planning and evaluation	0	0.00%	1	5.26%	10	14.71%
Grant application assistance	0	0.00%	0	0.00%	0	0.00%
Federal partner communications	0	0.00%	0	0.00%	1	1.47%
Federal reporting	0	0.00%	6	31.58%	6	8.82%
Succession planning	0	0.00%	0	0.00%	4	5.88%
Other personnel management	0	0.00%	0	0.00%	1	1.47%
Leveraging funds and sustainability	0	0.00%	1	5.26%	3	4.41%
CAC training	0	0.00%	0	0.00%	1	1.47%
Operations and financial management	0	0.00%	0	0.00%	2	2.94%
Collaborations	0	0.00%	2	10.53%	11	16.18%
Strategic planning	0	0.00%	0	0.00%	2	2.94%
Diversity, inclusion, and cultural and linguistic competence	0	0.00%	0	0.00%	9	13.24%
Types of products disseminated						
Tip Sheet	0	0.00%	3	15.79%	3	4.41%
Article	0	0.00%	0	0.00%	0	0.00%
Toolkit	0	0.00%	0	0.00%	2	2.94%
Fact Sheet	4	33.33%	4	21.05%	2	2.94%
Infographic	1	8.33%	1	5.26%	0	0.00%
TA Guide	0	0.00%	4	21.05%	1	1.47%
Frequently Asked Questions	0	0.00%	0	0.00%	3	4.41%
Podcast	0	0.00%	0	0.00%	0	0.00%
Video	1	8.33%	0	0.00%	1	1.47%
Webinar recording	0	0.00%	1	5.26%	13	19.12%
Meeting materials	0	0.00%	0	0.00%	11	16.18%
Other	0	0.00%	4	21.05%	6	8.82%

Recurring Product Dissemination Data Summary

Summary Statistics	2017-2018	2018-2019	2019-2020
Total recurring dissemination series	6.00	6.00	6.00
Average number of recipients per series (start of year)	1537.17	1682.00	1743.33
Average number of recipients per series (end of year)	1682.00	1967.83	2293.33
Change in the average number of recipients	144.83	285.83	550.00

Emerging Needs Data Summary

	2017-2018		2018-2019		2019-2020	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of emerging needs identified	7		14		35	
By topic: core function						
Interdisciplinary pre-service training	0	0.00%	2	14.29%	2	5.71%
Community services – training and TA	1	14.29%	0	0.00%	3	8.57%
Community services – model and demonstration services	0	0.00%	0	0.00%	2	5.71%
Research and evaluation	0	0.00%	1	7.14%	3	8.57%
Public policy development and analysis	0	0.00%	1	7.14%	3	8.57%
Information dissemination	1	14.29%	2	14.29%	10	28.57%
By topic: organizational competency						
University relations	2	28.57%	1	7.14%	2	5.71%
Statutory compliance	0	0.00%	2	14.29%	2	5.71%
Measurement and evaluation of UCEDD effectiveness	0	0.00%	0	0.00%	1	2.86%
Activity planning and evaluation	0	0.00%	1	7.14%	2	5.71%
Grant application assistance	0	0.00%	1	7.14%	2	5.71%
Federal partner communications	0	0.00%	0	0.00%	1	2.86%
Federal reporting	0	0.00%	0	0.00%	2	5.71%
Succession planning	0	0.00%	2	14.29%	3	8.57%
Other personnel management	0	0.00%	1	7.14%	6	17.14%
Leveraging funds and sustainability	1	14.29%	1	7.14%	3	8.57%
CAC training	0	0.00%	0	0.00%	1	2.86%
Operations and financial management	0	0.00%	2	14.29%	6	17.14%
Collaborations	1	14.29%	2	14.29%	6	17.14%
Strategic planning	0	0.00%	0	0.00%	6	17.14%
Diversity, inclusion, and cultural and linguistic competence	1	14.29%	1	7.14%	10	28.57%
Number of end products generated	4	n/a	7	n/a	34	n/a

Individualized Intensive TA Data Summary

	2017-2018		2018-2019		2019-2020	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of intensive TA events	2	100.00%	1	100.00%	8	100.00%
Intensive TA events by topic: core function						
Interdisciplinary pre-service training	0	0.00%	0	0.00%	1	12.50%
Community services – training and TA	0	0.00%	0	0.00%	6	75.00%
Community services – model and demonstration services	0	0.00%	0	0.00%	1	12.50%
Research and evaluation	0	0.00%	0	0.00%	0	0.00%
Public policy development and analysis	0	0.00%	0	0.00%	5	62.50%
Information dissemination	0	0.00%	0	0.00%	0	0.00%
Intensive TA events by topic: organizational competency						
University relations	1	50.00%	1	100.00%	2	25.00%
Statutory compliance	0	0.00%	1	100.00%	0	0.00%
Measurement and evaluation of UCEDD effectiveness	0	0.00%	0	0.00%	0	0.00%
Activity planning and evaluation	0	0.00%	0	0.00%	1	12.50%
Grant application assistance	0	0.00%	0	0.00%	0	0.00%
Federal partner communications	0	0.00%	0	0.00%	0	0.00%
Federal reporting	0	0.00%	0	0.00%	0	0.00%
Succession planning	1	50.00%	0	0.00%	1	12.50%
Other personnel management	0	0.00%	0	0.00%	0	0.00%
Leveraging funds and sustainability	0	0.00%	0	0.00%	0	0.00%
CAC training	0	0.00%	0	0.00%	0	0.00%
Operations and financial management	0	0.00%	0	0.00%	2	25.00%
Collaborations	0	0.00%	0	0.00%	5	62.50%
Strategic planning	0	0.00%	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%	0	0.00%

Appendix G: Emerging Needs Summary

In the 2019-2020 contract year, the URC identified following list of emerging needs through trends in rapid response requests, conversations at TA events, discussions with planning committees, and input from network leaders and partners this year.

Fully Addressed

1. Update grant application examples on the URC website
2. Clarify guidance on supplemental applications with OIDD
3. Strategies for Engaging with Managed Care System
4. Strategies for Expanding the Faculty Base of a UCEDD
5. Resources for Engaging in State Systems Change
6. Creative Funding Opportunities
7. Professional Development for UCEDD faculty and staff
8. Inclusive Hiring

Partially Addressed/TA In Progress

1. Developing a plan to increase leveraged funds through grant writing
2. Developing and Implementing a Language and Communication Access Plan
3. Increasing Access for the Spanish Language Community
4. Increasing Access through Plain Language
5. Responding to the COVID-19 Pandemic
6. Utilizing Universal Design for Learning Principles
7. Best Practices in Knowledge Translation
8. Succession planning/Preparing to apply for UCEDD Director role
9. Navigating University Relationships
10. Diversity, Equity, & Inclusion topics, strategies, speakers, implementation
11. Systems Change Capacity Building in the Territories
12. Evaluation of UCEDD Core Grant
13. Engaging Expert Consultants
14. Networking & Promoting UCEDDs

Yet to be Addressed

1. Establish a formal mentorship model for new directors
2. Develop a Visiting Professor Program to enhance intensive, individualized TA model
3. Develop and Implement Emerging Leader and Trainee Engagement specific to UCEDD Trainees
4. Establish an Associate Directors workgroup
5. Create a 3-5 minute video to share "What is a UCEDD?"
6. Support to UCEDDs in navigating Intellectual Property Rights with funders, university, and staff
7. Create a position description library for a range of UCEDD staff positions
8. TA on best practices for leveraging Co-Directorships
9. TA to Directors on managing organizational culture in a remote context

10. TA on Engaging Diverse Communities in Research Activities
11. Develop a Workgroup for UCEDDs who are engaged with tribes and Native American communities
12. Restart the Business Managers Workgroup
13. Create a workgroup for UCEDD staff supporting CACs

Appendix H

Project Advisory Committee (PAC) Members

UCEDDs

- Ilka Riddle, UCEDD Director, Ohio (Cincinnati Children's Hospital Medical Center)
- Pablo Juárez, Project Director, Tennessee (Vanderbilt)
- Eduardo Ortiz, Senior Research Associate, Utah
- Lesley Cottrell, UCEDD Director, West Virginia
- Gail Chödrön, Training Director, Wisconsin
- Carol Britton Laws, Training Director, Georgia (University of Georgia)
- Susan Hetherington, UCEDD Director, New York (University of Rochester)
- Jesse Suter, UCEDD Director, Vermont
- Wendy Parent Johnson, UCEDD Director, Arizona (University of Arizona)

OIDD

- Pam O'Brien
- Shawn Callaway