



2020-2021 UCEDD RESOURCE CENTER (URC) EVALUATION REPORT



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Executive Summary

In 2020-2021, the UCEDD Resource Center (URC) accomplished all our goals from the prior year. The first full year of website analytics data from all three URC websites has been leveraged for strategic decision-making. An accessibility evaluation for online communications was completed in August 2021 and will inform improvements to be implemented in the coming year. The global survey was adapted into Spanish and plain language to ensure linguistic accessibility in our data collection process. Finally, the URC has incorporated evidence-based models for training and technical assistance (T/TA) into the T/TA provided to University Centers for Excellence in Developmental Disabilities (UCEDDs) through rapid responses, collaborations, high-quality disseminations, and intensive, individualized support.

Throughout the contract span, the URC responded to 703 requests for information and assistance; developed and/or disseminated 79 unique products in response to emerging TA needs as well as disseminated eight recurring products on a weekly, semi-weekly, monthly, or annual basis; was the catalyst for 72 collaborations; and hosted 36 TA events. TA was provided most frequently on the topics of federal reporting, federal partner communications, activity planning and evaluation, 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. Ongoing challenges related to ongoing challenges of the COVID-19 pandemic; a significant drop on the global survey response rates; and staff turnover were all identified as limitation for this year's training and TA and 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 continues to develop meaningful collaborators at the local, state, and national levels.
- The URC's focus on modeling and implementing equity, diversity, and inclusion initiatives has been effective. In the global survey over 97% of respondents (44) felt that the technical assistance that they received from the URC was delivered in a manner that was inclusive, accessible, and culturally and linguistically competent; and
- Over 93% of TA participants felt the TA received enhanced their UCEDD's ability to meet the purpose of the DD Act.

As the fourth year of the evaluation collection and summary concludes and the 2016-2021 T/TA contract closes out, the URC identifies three goals for the year ahead. We will focus efforts toward ensuring accessibility in all T/TA activities. We will enhance resource and information dissemination efforts to increase awareness of new and existing resources. We will increase engagement in our events implementing evidence-based models that are responsive to network members' requests and reflect the 2021-2022 contract priorities of T/TA that is innovative, high-quality, efficient, effective and outcome driven.

Timely responses from URC staff both via phone and email. I have never waited more than 48 hours for a response and I appreciate that.

-2021 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 USC 15001 et seq.). OIDD currently funds 67 UCEDDs located in every US 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 US 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, 2018-2019, 2019-2020 and 2020-2021 contract years. The following report is an evaluation of AUCD's training and technical assistance to the UCEDD network in the 2020-2021 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 Developmental Disabilities (OIDD);
- 60 Leadership Education in Neurodevelopmental Disabilities (LEND) Programs funded by the Maternal and Child Health Bureau (MCHB); and
- 16 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 US 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 2020-2021 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 702 rapid response requests (up from 487 in the 2019-2020 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 16 UCEDDs for individualized intensive TA (up from eight in the 2019-2020 contract year).

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 36 TA events (down from 48 in the 2019-2020 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 and/or disseminated 79 new resources (up from 43 in the 2019-2020 contract year) and updated or adapted into alternative language or accessible formats another 29 (up from 24 in the 2019-2020 contract year). A full list of URC products developed this contract year can be found in Appendix D.

I think another thing that I really appreciated as a UCEDD director is the UCEDD Resource Center website and all its improvements and documents and links to things that a lot of times come up when you do administrative work and I know that I can go there and get what I need and get examples. -2020-2021 PAC Member

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 2020-2021, URC staff responded to 237 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 “FY 22 NIRS Compendium of Changes” and an updated version of 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.

In 2020-2021 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 built on last year’s dissemination of the implementation of the Equity, Diversity and

Inclusion Action Plan for the UCEDD National Network (ED&I Action Plan) to support network-wide efforts to implement the plan. The implementation of the action plan was supported through three-pronged TA: (1) a series of quarterly webinars; (2) a cohort of 6 coaches to provide individualized intensive TA; and (3) a set of 3 workgroups to provide peer support for individual staff at UCEDDs who are actively implementing the ED&I Action Plan (“Implementors”). 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 UCEDD network needs in the area of **leadership development and succession planning**, the URC 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 2020 AUCD Leadership Academy was postponed from its original date in June 2020 and redesigned into a virtual format held September-December 2020 with ongoing support to the cohort through June 2021. The 2020 Academy accepted 24 participants from 18 different states and US territories but only 20 participated due to accepted candidates choosing to defer to the next in-person event. A final report on the 2020 Academy has been submitted to ACL. The 2021 Leadership Academy was held virtually April 2021-June 2021 with ongoing support to the cohort available through May 2022. The cohort included 24 participants from 20 different states and territories. A mid-year report from the 2021 Academy was also submitted to ACL.

Finally, in response to request from OIDD and from the UCEDD Network, the URC continued our coordinated **response to the COVID-19 pandemic** in the 2020-2021 contract year. 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 54 individual rapid response inquiries. The URC continued hosting a series of calls through June 2021 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 series of regular disseminations. To support network data collection and reporting on COVID, the URC added a COVID tracking field to NIRS. The TA activities were summarized in a national report on AUCD’s COVID response and the “Training and Technical Assistance on COVID-19 in the Developmental Disabilities Network” report which was delivered to ACL in July 2021.

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

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

Evaluation Methodology

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

The first organizing objective is to **document the types and quantity of TA** provided to UCEDDs. Documenting the quantity of TA provided by content area demonstrates the extent to which the URC is providing TA that supports the UCEDDs in the areas identified in the URC's contract with OIDD. 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, AUCD conducted a WebAIM3 assessment in 2021. This assessment determines the level of a website's accessibility to people with disabilities. The URC is using the results of the assessment to identify areas for improvement.

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. To track progress toward linguistic accessibility, the URC maintains a list of resources developed in alternate language formats (See appendix D). The URC will work with its PAC to review and prioritize language needs. The URC will then develop workgroups of network members experiencing language and communications needs to review and update the list of resources available in alternate languages. 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

In the 2019-2020 Evaluation Report the following goals were identified:

1. 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;
2. To complete a website accessibility evaluation to identify areas where website accessibility should be improved;
3. To inform our language and communication access with more reliable data based on accessible needs assessment processes; and
4. To improve technical assistance to UCEDDs through rapid responses, collaborations, disseminations, and intensive/individualized support by applying evidence-based models.

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

1. To leverage website analytics in evaluating TA, the URC team pulled google analytics data for all three websites funded by the 2020-2021 contract: the URC main site (“URC,” www.aucd.org/urc), the Diversity and Inclusion Toolkit (“D&I Toolkit,” www.implementdiversity.tools), and the Emerging Leaders Community website (“ELC,” www.aucd.org/emergingleaders). See table 4 below.
2. The URC contracted with WebAIM3 to conduct an assessment of all three URC funded websites. An accessibility report was completed in August 2021. URC staff walked through the recommendations with WebAIM staff in September 2021 and put together a plan to address issues in order of significance. The most critical issues will be addressed early in the 2021-2022 contract year.
3. To ensure that the data collection process is linguistically accessible, the URC translated and adapted the 2021 Global Survey into Plain Language and Spanish. A copy of the revised Global Survey form with alternate formats is available in Appendix E.
4. Finally, 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.

No other changes were made to the Mathematica evaluation protocol.

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.

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	2018-2019	2019-2020	2020-2021
Rapid Response Requests – Total Number of Requests	279	487	702
TA Events – Total Number of Events	35	48	36
TA Events – Average Number of Participants per Event	42	73	55
Unique Disseminations – Total Number of Unique Products	19	68	79
Unique Disseminations – Average Number of Recipients per Dissemination	114	740	317
Recurring Disseminations – Total Number of Recurring Dissemination Series	6	8	8
Recurring Disseminations – Average Number of Recipients per Series (End of Year)	1968	1535	1670
Individualized Intensive TA – Total Number of Intensive TA Activities	1	8	17
Emerging Needs – Total Number of Emerging Needs Identified	14	35	50

As indicated in Table 3, the total number of TA contacts increased or remained relatively steady across all categories between the 2019-2020 contract year and the 2020-2021 contract year. While the average number of recipients of unique disseminations over halved, the much higher 2019-2020 reflects the higher number of mass communications due to the urgency of the onset of the COVID-19 pandemic. This past year saw some return to more targeted disseminations, with fewer recipients. The decline in number of TA events and average event attendance is similarly explained. The transition to all-virtual TA during 2019-2020 in response to the COVID-19 pandemic has continued to increase access to TA, as evidenced by elevated attendance numbers from 2018-2019. Additionally, there have been some network requests to continue some events virtually, rather than return to in-person.

Rapid response requests continue to be a useful way for the URC to identify emerging needs and trends within the UCEDD network and the disability community. Similar to last year, federal reporting (33.81%) and federal partner communications (14.98%) continued to be the two of the most common topics for TA requests. The other most commonly seen topics were activity planning and collaboration (12.84%), grant application assistance (10.98%), and collaborations (9.27%). Like the past two years, the most frequently requested type of rapid response requested was information (65.34%). The ongoing decline in Information Requests has simultaneously seen an increase in Other requests (16.69%), which includes unique requests and requests for dissemination of UCEDD products. This perhaps indicates a stronger, two-way partnership between UCEDDs and the URC. The third and fourth most common types of requests were Materials (13.55%) and Expert Referrals (10.70%).

Fifty (50) 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. Sixteen (16) of those emerging needs were fully addressed through a combination of products and events. An additional 23 emerging

needs were partially addressed during the contract year. Those 23 and the remaining 11 unaddressed needs will be reviewed with our Project Advisory Committee and OIDD for prioritization during the 2021-2022 contract year.

Web traffic data is being tracked via a google analytics integration for three URC web sites: the URC main site (“URC,” www.aucd.org/urc), the Diversity & Inclusion Toolkit (“D&I Toolkit,” now the “ED&I Hub” www.implementdiversity.tools), and the Emerging Leaders Community website (“ELC,” www.aucd.org/emergingleaders). A full year of web traffic analytics were available for the first time this year following the launch of a new URC Website in March 2020. Table 4 reflects several key data points available with the new web analytics platform. 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 baseline measures for reporting in future years.

Table 4: Web analytics for the URC Websites September 30, 2020 – September 29, 2021

	URC	D&I Toolkit / ED&I Hub	ELC
Weekly Average Number of Website Sessions	136	150	129
Average Length of Website Sessions	1:39	2:25	1:31
Average Number of Pages Viewed per Session	1.94	2.77	1.83
Top 10 Visited Pages			
1.	Home Page	Home Page	Home Page
2.	Grant Management	Browse Themes and Objectives	Emerging Leaders Map
3.	Grants Guidance and Support Documents	Real World Examples	Emerging Leaders Interns
4.	UCEDD Core Functions	Search	Fellowships
5.	Reporting	Work/Action Plan Templates	Council Trainee Representatives
6.	UCEDD Funding Opportunities Announcements	Where to Start	2021 Emerging Leader Profiles
7.	About UCEDDs	About the Project	2020 Emerging Leader Profiles
8.	Resources for Diversity and Inclusion	Why Value Diversity, Inclusion, and Cultural and Linguistic Competence	Trainee Liaisons
9.	En Español	About the Fellowships	Trainee Orientation Modules
10.	About AUCD	Conceptual Framework	Spanish Language Additions to MI-DDI Possibilities Video Series

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 bi-monthly and the Plain Language Advisory group met quarterly 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 10 resources in plain language or “easy read” formats (up from 8 in 2019-2020) and 19 resources in Spanish (up from 13 in 2019-2020). 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 captioning and transcription for webinars. There were no in person events for us to provide ASL language interpretation services.

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 2020-2021 contract year, as they did the previous three 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 received at least tri-weekly contact from the URC with regard to resources, funding opportunities, 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

	2018-2019	2019-2020	2020-2021
Number of UCEDDs placing rapid response requests	59	67	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	1	6*	9*
Number of UCEDDs completing the Global TA Survey	44	64	30
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 (703), 75.25% (529) were received from UCEDD faculty, staff or trainees during the 2020-2021 contract year. These 529 requests represented all 67 UCEDDs. In addition to these contacts, 13% (94) were from federal staff, 10% (73) represent other partnering constituencies (e.g. NACDD, NDRN, AAP, Family Voices) and 2 were from policymakers.

Second, the 2020-2021 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 were analyzed for demographic data. This analysis revealed the demographics breakdowns visible in Tables 6 and 7.

The demographic representation has held fairly consistent between the 2018-2019, 2019-2020 and 2020-2021 contract years. The largest demographic change this year was an increase of respondents identifying as American Indian or Alaska Native this year (6.9%) relative to last year (1.05%). It is likely that this shift was a result of intentional outreach to indigenous constituencies through a new Indigenous Communities Engagement Workgroup.

Table 6. UCEDD Faculty, Staff, and Trainee Self-Identified Demographics in 2020-2021 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	25.64% (10)	Male	24.14% (7)	White or Caucasian	82.76% (24)	Yes – Has a disability	16.67% (5)
Associate Director	7.69% (3)	Female	75.86% (22)	Black or African American	3.45% (1)	No – Does not have a disability	83.33% (25)
Data Coordinator	7.69% (3)	Another Gender	0% (0)	Hispanic or Latino	7.14% (2)		
Business/Operations Staff	2.56% (1)			Asian or Asian American	6.9% (2)		
Core Functions Director/Coordinator	20.51% (8)			American Indian or Alaska Native	6.9% (2)		
Area of Emphasis Director/Coordinator	17.95% (7)			Native Hawaiian or other Pacific Islander	0% (0)		
Project Director	12.82% (5)			Another race	0% (0)		
Researcher	10.26% (4)						
Administrative Staff	2.56% (1)						
Trainee/Student	17.95% (7)						
Other	0% (0)						

Table 7 UCEDD Faculty, Staff, and Trainee Linguistic Ability in 2020-2021 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	93.33% (28)	Very Well	84.62% (11)
Yes	6.67% (2)	Well	15.38% (2)
		Not Well or Not at All	0%

Languages other than English spoken with frequency count:

- French (1)
- Gujarati (1)

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

URC data collection recorded 72 collaborations with other organizations, partnerships, workgroups, and communities of practice throughout the contract year, an increase relative to the 62, 50 and 49 collaborations documented in the 2019-2020, 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 8 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, event surveys, and the URC data collection form.

Beyond direct engagement in collaboration, the URC effectively promoted collaboration with and within the UCEDD network. 97.92% (47) 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." Furthermore, 50% (26) reported that the URC's TA "Helped me develop my ability to collaborate with relevant peers and networks." Across all events, 92.46% (233) of survey respondents reported that the TA event "provided an opportunity and environment for information sharing and collaboration" and 39.84% (100) reported that the event "Will help me develop my ability to collaborate with relevant peers and network."

Table 8. Examples of URC Collaborators

Organization	State
Clark County School District, Theron L. Swainston Middle School	Local - NV
Greenville Department of Health and Human Services	Local - NC
Clearbrook Project SEARCH	Local - IL
The Arc of Virginia	State - VA
Texas Technology Access Program	State - TX
Kolb Foundation for Disability Education	State - NE
Unidos US	National
Self Advocates Becoming Empowered (SABE)	National
Autistic Self-Advocacy Network (ASAN)	National
ODIC/FEMA	National
NDRN	National
NACDD	National
The Eunice Kennedy Shriver National Institute of Child Health and Human Development	National
Morehouse School of Medicine <i>National COVID-19 Resiliency Network</i>	National
Special Olympics	National

SETTING UP WEBINARS HAS ALLOWED US TO DISSEMINATE THE WORK OF UCEDDs AROUND THE COUNTRY, THEREBY STRENGTHENING THE WORK OF MANY OF THE MEMBERS OF AUCD, WHILE ALSO BUILDING THE RELATIONSHIP WITH EXTERNAL PARTNERS.

-2021 Global Survey Respondent

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, event surveys, and the focus groups. 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 2020-2021 were very satisfied in a range of domains. Table 9 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 9. Percent of Respondents who Agree or Strongly Agree with Global Survey Satisfaction Measures

Survey Statement	2018-2019	2019-2020	2020-2021
Q. 11 Overall, I am satisfied with the technical assistance I received (or was offered) from the URC.	97.75% (130)	96.62% (200)	91.67% (44)
Q5. The technical assistance I received (or was offered) from the URC this year was appropriate to my role.	97.81% (134)	96.77% (210)	97.87% (46)
Q9. When receiving (or being offered) technical assistance, I was treated with respect by the staff at the URC.	98.5% (131)	99.04% (205)	97.87% (46)
Q7. This year, the technical assistance I received (or was offered) from the URC was delivered in a timely manner.	98.48% (130)	97.66% (209)	97.87% (46)

High satisfaction rates in the annual evaluation survey are also reflected in high satisfaction rates with individual TA events as well. See Table 10 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.

- *The TA provided on the UCEDD grant itself is always timely and helpful -- everything from annual reports, to five-year reports, to no cost extensions, to this year's COVID supplements. -2021 Global Survey Respondent*

In identifying areas of URC TA that were most helpful, respondents were particularly positive about the URC's continued response to the COVID-19 pandemic; information and resource sharing via URC webinars, rapid responses, and listservs; opportunities for collaboration among peers and experts including around important administrative topics and topics of equity, diversity, and inclusion; and timely responses and individualized support from URC staff.

- *There are many examples, but the one that stands out the most this past year is AUCD's leadership in helping UCEDDs lead the way in helping state's fight the COVID pandemic. The regular calls, sharing of resources, funding*

opportunities, etc. have all supported our efforts. Others who we work with in the disability field have acknowledged AUCD's leadership in this area. – 2021 Global Survey Respondent

- They brought people together in really targeted kinds of conversation and resource sharing around topics of great interest. And there's been a lot of those opportunities, and they've been very diverse across a lot of different leaders in your group. -2021 PAC Member*
- We have been looking at the DEI toolkit and thinking about how to use some of those frameworks in our pre-service training coordination in working with students, and feel that that is really timely and having the potential to bring in mentors to talk with us about how to infuse that into our next 5-year grants. -2021 PAC Member*
- I have appreciated the administrative conversations - getting ideas from other UCEDD leaders on how they manage core function and other requirements and other dynamics of UCEDD oversight is very helpful. – 2021 Global Survey Respondent*

Themes from the qualitative responses asking for areas that URC TA could improve include strengthening discussion groups to facilitate more connection and collaboration; continuously improving accessibility of materials; availability of URC resources in other formats; and continuously communicating about the TA available.

- If AUCD would offer some CoPs specifically for Directors and Assistant Directors that would be topically focused, time limited but provide an opportunity for both content and discussion. – 2021 Global Survey Respondent*
- Breakout sessions can have more structure/script for the facilitators. -2021 Event Survey Respondent*
- Continuously improve the 508/WCAG accessibility of digital materials. Because accessing AUCD webinars has been difficult or impossible, offer them through multiple simultaneous platforms, including Zoom. – 2021 Global Survey Respondent*
- I think about the videos that were done about the network and about trainees in the network, and we use those all the time now, and I think having some video-type resources is fabulous. -2021 PAC Member*

Table 10. Percent of Respondents who Agree or Strongly Agree with Event Survey Satisfaction Measures

Survey Statement	UCEDD Directors Meeting	2021 Leadership Academy Informational Webinar	TA Institute	Social Media: An Essential Tool in the Democratization of Knowledge Dissemination and Engagement
Q10. Overall, I am satisfied with this event.	100% (33)	100% (18)	89.29% (25)	95.65% (22)
Q5. The content presented at this event was appropriate to my role.	100% (33)	100% (17)	96.43% (27)	100% (23)
Q9. The timing of this event worked out well.	93.94% (31)	100% (18)	82.15% (23)	95.65% (22)

(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. With entirely virtual events this contract year, we continued to enhance accessibility in our virtual platforms.

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 29 alternate language products or literacy adaptation products were developed in 2020-2021. This also included improvements to language and communications accessibility of our evaluation surveys, which were disseminated in both plain language and Spanish language formats this year for the first time. Additionally, the URC's website underwent a WebAim3 assessment to identify barriers to accessibility for people with disabilities in each of the URC's websites: the URC site, the D&I Toolkit, and the ELC website. The WebAim3 assessment was delivered to the URC in August with recommendations across a range of severity levels. The URC will prioritize addressing the most critical issues at the start of the new contract year.

In the global survey, 97.72% of respondents (44) 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, 97.87% (46) 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. Of the 703 rapid responses received over the year, 47 of them related to diversity, inclusion, and cultural and linguistic competence; this is over twice as many as in 2019-2020 and represents a greater percentage of total rapid response requests. 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, specifically in our digital materials as well as around language and communications access. Respondents in two focus groups also mentioned the leadership of the URC and AUCD in promoting accessibility at the national level to be helpful for them to advocate for changes at their own centers. 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.

I intend to share my thoughts and experience with members of our Center, as well as find ways in which we can collaborate and contribute to efforts (ongoing/current as well as new/future efforts). I'm very excited about using new information to renew our local (i.e., state wide) efforts for cross AUCD-affiliate collaborations. – Event 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, 93.18% (44) 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, 93.02% (43) 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.

Beyond this generalized assessment of outcomes, the global survey also explored the specifics of how 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 11 below), benefits of URC TA are well distributed among the variety of UCEDD needs.

Table 11: TA Outcomes

Outcomes of TA received	2018-2019 150 Respondents	2019-2020 269 Respondents	2020-2021 51 Respondents
Helped me to better manage UCEDD projects	22.67% (34)	18.96% (51)	32.69% (17)
Helped me to evaluate the work of my UCEDD	16.00% (24)	18.59% (50)	17.31% (9)
Enhanced information management at my UCEDD	17.33% (26)	15.61% (42)	23.08% (12)
Enhanced the diversity, inclusion, and cultural and linguistic competence of my UCEDD	20.67% (31)	21.19% (57)	36.54% (19)
Assisted my UCEDD in achieving or maintaining statutory compliance	13.33% (20)	11.52% (31)	21.15% (11)
Helped me to position my UCEDD as a leader and agent of systems change	20.67% (31)	17.84% (48)	25.00% (13)
Helped me to position my UCEDD as a leader and agent of capacity building	15.33% (23)	17.10% (46)	23.08% (12)
Helped me to position my UCEDD as a leader and agent of advocacy	16.00% (24)	17.10% (46)	25.00% (13)
Helped me better engage with emerging topics in the disability field	47.33% (71)	51.67% (139)	61.54% (32)
Helped me better understand interdisciplinary pre-service preparation	12.00% (18)	15.61% (42)	9.62% (5)
Helped me better implement UCEDD core functions	22.67% (34)	24.54% (66)	26.92% (14)
Helped me develop my ability to collaborate with relevant peers and networks	40.67% (61)	37.55% (101)	50.00% (26)
Not applicable- I did not use TA provided by the URC in the last 12 months	10.67% (16)	15.24% (41)	9.62% (5)
None of the above	10.00% (15)	11.52% (31)	9.62% (5)

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 12 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 large virtual events and webinars oriented toward center leadership, trainees and a wider population AUCD network members interested in a topical area.

I HAVE APPRECIATED THE ADMINISTRATIVE CONVERSATIONS - GETTING IDEAS FROM OTHER UCEDD LEADERS ON HOW THEY MANAGE CORE FUNCTION AND OTHER REQUIREMENTS AND OTHER DYNAMICS OF UCEDD OVERSIGHT IS VERY HELPFUL.

- 2021 Global Survey Respondent

Table 12. Percent of Respondents who Agree or Strongly Agree with Event Survey Satisfaction Measures

Survey Statement	UCEDD Directors Meeting	2021 Leadership Academy Informational Webinar	TA Institute	Social Media: An Essential Tool in the Democratization of Knowledge Dissemination and Engagement
Q6. The content presented at this event will help me perform my role better.	100% (32)	94.12% (16)	96.43% (27)	95.65% (22)
Q7. This event increased my knowledge or awareness of information that is useful to me or my UCEDD.	96.97% (33)	100% (18)	92.86% (26)	95.65% (22)
Q4. Content shared at this event:				
Will help me better manage my UCEDD projects	18.75% (6)	13.33% (2)	14.29% (4)	39.13% (9)
Will help me evaluate the work of my UCEDD	21.88% (7)	20.00% (3)	32.14% (9)	34.78% (8)
Will enhance information management at my UCEDD	18.75% (6)	6.67% (1)	32.14% (9)	65.22% (15)
Will enhance the diversity, inclusion, and cultural and linguistic competence of my UCEDD	43.75% (14)	33.33% (5)	32.14% (9)	43.48% (10)
Will assist my UCEDD in achieving or maintain statutory compliance	3.13% (1)	6.67% (1)	14.29% (4)	13.04% (3)
Will help me position my UCEDD as a leader and agent of systems change	50.00% (16)	46.67% (7)	50.00% (14)	39.13% (9)
Will help me position my UCEDD as a leader and agency of capacity building	37.50% (12)	46.67% (7)	39.29% (11)	39.13% (9)
Will help me position my UCEDD as a leader and agency of advocacy	37.50% (12)	46.67% (7)	28.57% (8)	39.13% (9)
Will help me better engage with emerging topics in the disability field	65.63% (21)	33.33% (5)	46.43% (13)	56.52% (13)
Will help me better understand interdisciplinary pre-service preparation	3.13% (1)	20.00% (3)	7.14% (2)	4.35% (1)
Will help me develop my ability to collaborate with relevant peers and networks	50.00% (16)	53.33% (8)	39.29% (11)	30.43% (7)
Will help me better implement UCEDD Core Functions	15.63% (5)	6.67% (1)	25.00% (7)	17.39% (4)
None of the above	3.13% (1)	6.67% (1)	7.14% (2)	0.00% (0)

Each type of the URC's training and technical assistance has had meaningful outcomes for network members that have achieved the goals of the T/TA contract. This reality has been reported, not only through the quantitative data gathered in the surveys, but also in qualitative feedback from individual centers' faculty, staff, and trainees.

Improving UCEDD operations, performance, and outcomes

Having AUCD have plain language as a priority in this group effort, has made it easier for me to advocate for plain language, effort and energy and focus in my center. Because AUCD has a focus on this, we incorporated plain language summaries in several new publications this year. – Plain Language Focus Group Respondent (Collaborations)

Over the last year, I've collaborated with URC staff on various activities related to information dissemination and accessibility. These collaborative activities helped us to offer our resources in a more accessible/attainable format. – 2021 Global Survey Respondent (Collaborations)

As a result of the [TA Institute] breakout discussion we are considering a hybrid (presence/remote) working model and plan to hire staff from around the state who do not need to be in the office. This will enable better representation for families with I/DD. – 2021 Event Survey Respondent (Events)

Maintaining/achieving statutory compliance

I think another thing that I really appreciated as a UCEDD director is the UCEDD Resource Center website and all its improvements and documents and links to things that a lot of times come up when you do administrative work. I know that I can go there and get what I need and get examples. – 2020-2021 PAC Member

The tools and webinars from the URC assisted me as a new director to better understand some of the details of leading an organization under the DD act, and maintaining that alignment. – 2021 Global Survey Respondent (Events and Products)

I am in the process of updating our UCEDD/University Charter and this [Admin Essentials on the UCEDD MOU] has been very helpful in making those updates. – 2021 Event Survey Respondent (Events)

Becoming leaders and agents of systems change, capacity building and advocacy at the international, national, state, and local levels

As a result of participating in the URC's Spanish Language Caucus, staff members at the UC-Davis MIND Institute CED and the Vanderbilt Kennedy Center UCEDD collaboratively developed a capacity building training for Latinx parent-leaders. (Collaborations)

The information you provided on Home and Community Based Services was fantastic and relevant to the discussions we need to be having in our state. It helped spur additional discussion that afternoon during our workgroups and will continue to spur on-going discussion as we continue this conversation and work this coming year. – Individual Email (Intensive Individualized TA)

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 URC's **equity, diversity, and inclusion initiative**, the **2020 AUCD Leadership Academy** and **COVID-19 response** are summarized below.

Equity, Diversity and Inclusion (ED&I)

The ED&I activities of the current contract year were built from a series of TA recommendations from the 2019-2020 contract year and included (1) the creation of three communities of practice, (2) quarterly ED&I webinars, and (3) coaching/consultation for intensive and/or individualized TA. Initial feedback regarding the initiative indicates strong positive feedback for the coaching model as an individualized, context responsive, and adaptable technical assistance approach.

The thematic analysis of responses in the 2021 Global Survey, an ED&I Coaching survey, ED&I webinar event surveys, and focus group conversations, indicate that ongoing ED&I efforts have been a valuable resource for UCEDDs:

The current ED&I implementation support, which I think is fabulous, has been really going well and is a great opportunity to get a small group of people together who can work together across UCEDDs on similar topics, which I think is invaluable. – PAC member

I will be sharing information from this event with our JEDI committee to include in our organization-wide efforts. –2020-2021 Event Survey

Jenean brought up so many ideas and helped us prepare our own EDI program. We were a bit overwhelmed and lost on the first steps and she helped us feel better about where to begin. – ED&I Coaching Survey

Knowing that every center is in a different place and organizations are in a different place and different stage of development as it relates to diversity, equity, and inclusion, but having coaches that are able to meet people where they are and have that area of expertise to offer technical assistance, I thought was very helpful – PAC Member

Participants in the ED&I Action Plan Implementors workgroups indicated that as a result of their participation in these workgroups they have:

- Started an ED&I workgroups at their centers,
- Supported a group of staff to participate in Black history course offered by local Black leaders,
- Sponsored anti-bias training for 100 trainees and staff,
- Built a cross-project partnership with Latinx community leaders to improve community engagement,
- Designated a position for a DEI Research Associate,
- And are working on assessing CLC at organizational and individual levels and assessing community engagement.

AUCD Leadership Academy

When the 2020 cohort was asked to share the most important way that the 2020 AUCD Leadership Academy activities over the past year have influenced their leadership and/or job trajectory, their responses included the following themes: making new friends, learning about the different aspects of leadership, having helpful resources and activities, and helping with identifying as a leader.

Helped me identify myself as a leader. Which was so crucial during the pandemic. The sessions, activities, and resources were so helpful as I continue to evolve in my career. -2020 AUCD Leadership Academy Participant

It helped me reconceptualize how I might be an effective leader and advocate and helped me focus my goals and priorities. -2020 AUCD Leadership Academy Participant

Thank you all for the best online training / learning experience I have had during the pandemic. I was incredibly impressed at how well you were able to facilitate group trust, cohesion, and teaming despite us never having met in person. It was a wonderful resource for me, and I am so appreciative.

- 2020 Leadership Academy Participant

Furthermore, 75% of the follow up survey respondents reported engaging with the ongoing coaching in the year following the Academy week. When asked what the most important skill they gained as a result of the coaching, their responses included the following themes: patience, networking, advocating and connecting with others, and reflection on skills and attributes. 75% 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 reflecting on lesser strengths, thinking about strengths as they relate to style of work, and thinking about how to use strengths, while not dwelling on the non-strengths. In reporting how they used the other Leadership Academy content in the year since the 2020 Leadership Academy, participants indicated using the Two Loops/Systems Change Framework to navigate a leadership transition in their center, using the Courage & Renewal as “a key source of support during pandemic-related burnout and job stress,” and using the Disability Civil Rights content to pursue further education on this topic independently.

COVID-19 Response

COVID-19 continued to be mentioned significantly in the Global Survey as both an area where the URC has been exceptionally responsive and for many, as the most helpful of all of the technical assistance they received from the URC this year. Survey respondents noted the URC’s quick response to fast changing situations, the resources and information about vaccines, as well as virtual meetings and events that promoted a sense of connection in a disconnected and fragmented world as particularly useful.

In June of 2021, a request for feedback about the URC’s COVID-19 response was sent to network members that had consistently participated in the ongoing monthly network calls and received COVID-19 resources from the URC. The feedback was overwhelmingly positive, with respondents identifying the ongoing technical assistance to be valuable for their work and the resources provided incredibly useful.

Technical assistance that was provided in the middle of that pandemic and how quickly you guys created an opportunity – created a platform for voices to be heard and for people to learn from each other within – and

learn from the experiences that people were having within the different states I thought was very helpful -2020-2021 PAC Member

All of the information shared and the space for feeling connected to other UCEDDs during these difficult times have been much appreciated. I have regularly shared the resources with others, for example. I also have really valued hearing the policy updates and the “insider scope” about what may be coming down the pike that could affect our communities. -COVID-19 Feedback Respondent

Thanks for compiling COVID-19 data/resources and keep the evidence-based information coming. Our Gov.'s office is asking for science/empirical evidence documenting who is at increased risk/danger if they get COVID. AUCD information was helpful as a couple of our faculty/staff worked with Gov. DeWine's COVID-19 Task Force in making sure people with ID were in earliest wave of Phase 1 vaccine prioritization. – COVID-19 Feedback Respondent

Conclusion

The fourth year for this comprehensive URC TA evaluation has helped to document and assess the broad range of TA activities conducted. The evaluation process has also assisted the URC with identifying 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, 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 TA activities, the URC is 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 continues to develop meaningful collaborators at the local, state, and national levels.
- The URC's focus on modeling and implementing equity, diversity, and inclusion initiatives has been effective. In the global survey over 97% of respondents (44) felt that the technical assistance that they received from the URC was delivered in a manner that was inclusive, accessible, and culturally and linguistically competent; and
- Over 93% 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 equity, diversity, and inclusion in our training and TA appear to have meaningful outcomes. Specifically, the fact that the new En Español page is the 9th most frequently visited page on the site suggests that this new page and the myriad Spanish-language resources developed by the URC over the last two years that are featured on that page are meeting a network need.

Limitations

Ongoing challenges related to ongoing challenges of the COVID-19 pandemic; a significant drop on the global survey response rates; and staff turnover were all identified as limitation for this year's training and TA and 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 last contract year. Many of those changes persisted throughout this contract year. AUCD continues to operate in an all-remote setting. Once again this year, the URC held the conference-related TA

events, the TA Institute, and the New Directors Orientation in 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 postponed 2020 and the 2021 Leadership Academies were also both held virtually. The uncertainty related to safety of in-person activities throughout the contract year impeded long-term planning. 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 URC's global survey had a much lower response rate this year. The cause of this dip is not entirely clear. It may be a result of changes in AUCD's communications team this contract year. It may be the result of environmental factors affecting the UCEDD network members – 42 of whom are focused on preparations for their core grant renewal applications, many of whom have reported being over-surveyed, and many of whom report being overwhelmed by increasing demands on the network for COVID-response. It may be the result of TA participants feeling less connected to the URC due to the quality of virtual over in-person connections.

The final limitation affecting the URC's contract year was turnover in staffing. Many initiatives related to Spanish-language content development were delayed due to the fact that our bilingual position was vacant for nine months of the year. The team also experienced a turnover in the data support manager role. Unfortunately, because of these rapid adjustments to staffing and project timelines, many of the products and publications that were developed by the URC this contract year will not be disseminated until after the end of the contract year. These staffing challenges also impeded the full implementation of our web accessibility improvements and delayed the adaptation of the evaluation protocol into linguistically accessible formats. Furthermore, several of the URCs longer-term projects were not able to be fully evaluated in this contract year.

Goals for Next Year

As the fourth year of the evaluation collection and summary concludes and the 2016-2021 T/TA contract closes out, the URC identifies three goals for the year ahead. We will focus efforts toward ensuring accessibility in all T/TA activities. We will enhance resource and information dissemination efforts to increase awareness of new and existing resources. We will increase engagement in our events implementing evidence-based models that are responsive to network members' requests and reflect the 2021-2022 contract priorities of T/TA that is innovative, high-quality, efficient, effective and outcome driven.

This was the MOST powerful and useful thing I have done in over 20 years! You guys and this group ROCK! – 2020 Leadership Academy Participant

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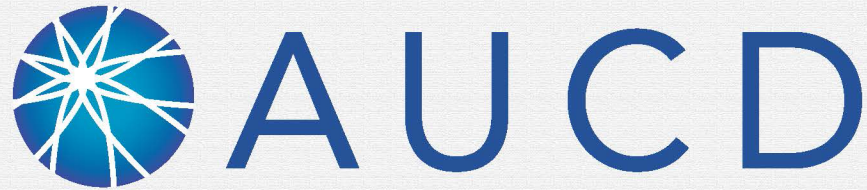
Appendix E: 2020-2021 Global Survey Form

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Appendix A: The AUCD Strategic Map



ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES

THE LEADERSHIP, EDUCATION, ADVOCACY & RESEARCH NETWORK


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

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

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



Appendix B: The 2020-2021 TA Summary

2020-2021 Annual Updates Summary				Plan Update: October 2021
				
				Contract # HHSP233201600066C
	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	10/1/2020	Annual workplan	The URC workplan was revised for the new contract year and sent to OIDD COR in September 2020.
	Orientation Meeting with OIDD	10/31/2020	Orientation meeting with OIDD	The orientation call was held 11/20/20.
1.b.1.	Monthly updates	10th of each month, for activities of prior month	Monthly work plan update due 10th of each month	URC updates were provided to OIDD COR on a monthly basis on or before the 10th of each month. The URC team added Jamie Koenig (Program Specialist, November 2020), Solomon Lissanu (Data Support Manager, August 2021), and Jeanette Cordova (Bilingual Program Manager, August 2021).
	Monthly invoicing	10th of each month, for activities of prior month	Monthly invoicing	Monthly invoices were provided.
1.b.2.	Monthly meetings with OIDD	5 business days after each monthly meeting.	Meeting minutes	Monthly calls were held with COR to share emerging issues and provide verbal updates. All minutes were sent in compliance with the deadline.
1.c.	Annual Evaluation Report	10/31/21 for prior contract year	Annual evaluation report	The 2019-2020 Evaluation report was submitted 10/30/20. The next report will be submitted covering the period 9/30/20-9/29/21. The global TA survey to solicit feedback from all TA recipients was sent on 9/2/21, with three reminders ahead of the 9/30/21 survey deadline.

Objective 2: Knowledge Development, Sharing and Transfer				
2.a.	Maintain and update T/TA website		UCEDD Resource Center (URC) website Emerging Leaders website	The URC and Emerging Leaders websites were maintained and updated with new resources and content when relevant, including updates to the Plain Language and En Espanol pages.
2.b.	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):</p> <ul style="list-style-type: none"> - Admin Essentials: Managing Staff and Volunteers with Guardians (October 2020; 9) - Faculty Diversity: Recruitment, Retention, and Planning for New Leadership (October 2020; 45) - Orientation for Charting Your Course: A Toolkit for New UCEDD Directors (November 2020; 5) - Admin Essentials: Setting Targets and Evaluating Performance of Grant Professionals (January 2021; 10) - Emerging Leaders Networking Event: Amplify & Cultivate Your Network (January 2021; 153) - 2021 AUCD Leadership Academy Informational Webinar (February 2021; 52) - Social Media: An Essential Tool in the Democratization of Knowledge Dissemination and Engagement (March 2021; 64) - Continuation Application Demonstration (March 2021; 99) - NIDILRR Current and Upcoming Funding Opportunities (March 2021; 49) - Introduction to Data Visualization and Infographic Development (March 2021; 62) - Admin Essentials: Matching Funds or Cost Sharing (April 2021; 20) - Implementing the Equity, Diversity, and Inclusion Action Plan: A TA Initiative for the UCEDD Network (April 2021; 20) - 2021 AUCD Emerging Leaders End of the Year Webinar (May 2021; 59) - RFP Info Session: UCEDD Leadership Development Project (May 2021; 12) - Meet the Coaches: Implementing the Equity, Diversity, and Inclusion Action Plan (June 2021; 37) - Opportunities with the National COVID Cohort Collaborative (June 2021; 16) - Admin Essentials: Changing Administrative Home (July 2021; 12) - Embedding ED&I Action Plan into UCEDD 5-Year Plan (September 2021; 82) - Language and Communications Action Plan Webinar (September 2021; 24) - Admin Essentials: University-UCEDD Relationships (August 2021; 26)

TA Institute	9/29/2021	Meeting materials and evaluation summaries	The TA Institute took place on 3/23, 3/25, 3/30, and 4/1. The event focused on pressing issues of the past year: COVID-19, Racial Injustice, and Economic Recession. UCEDD leaders were able to network and share strategies and resources. Session notes and the event archive were posted to the website and circulated to the network.
Orientation for new UCEDD Directors	9/29/2021	Meeting materials and evaluation summaries	This contract year, follow up calls with the 2020 cohort of new directors were held. A new directors orientation was held virtually across six 1.5 hour sessions in March-May. Eight 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 process.
Orientation for New Data Coordinators	9/29/2021	Meeting materials and evaluation summaries	New Data Coordinators Orientation is available asynchronously. This contract year, the learning modules were transitioned to AdobeCaptivate and the new platform was disseminated to the network in August 2021.
Leadership training for UCEDD staff & faculty	9/29/2021	Meeting materials and evaluation summaries	The 2021 Leadership Academy was held virtually June 21-25. An evaluation report for the 2020 Academy was submitted to OIDD in October 2021.
TA Meetings at AUCD conference: <i>Data Coordinators Training Networking</i> <i>Joint Directors UCEDD Directors Trainee Focus Group</i> <i>UCEDD 5 Year Planning Trainee-Professional Networking Event</i> <i>Trainee orientation</i>	9/29/2021	Meeting materials and evaluation summaries	<p>The 2020 Annual Conference was held December 7-9. To optimize participation in the virtual format, most TA meetings typically held during the conference were held on a different timeline. The UCEDD Directors meeting was held 1/27/21; the 5 year planning meeting was held 12/15/20; the Joint Directors meeting was held 12/10/20; and the Data Coordinators meeting was held 11/17/20. Conference follow-up included posting and disseminating meeting notes.</p> <p>The upcoming 2021 Annual Conference will be held virtually November 15-17. Conference-associated TA meetings will be held on a different timeline. The Data Coordinators Meeting is being held 10/21/21; the 5 year planning meeting is being held 11/10/21; and the Joint Directors Meeting is being held 11/18/21. The UCEDD Directors meeting will be held in January or February 2022.</p>

	Tip Sheets	9/29/2021	Final tip sheets	Tip Sheets completed and disseminated this year include: <i>Demonstration Services Tip Sheet</i> <i>Developing UCEDD Core Functions Plans Tip Sheet</i> <i>Product Development Tip Sheet</i> <i>Research Tip Sheet</i> <i>How and When to Create a Business Manager Role</i> <i>Managing Staff and Volunteers with Guardians</i> <i>Meaningfully Engaging Your Consumer Advisory Committee</i> <i>Setting Targets and Evaluating Performance of Grant Professionals</i>
2.c.	Develop and disseminate current and relevant resources to national network	Monthly through 9/29/21	Recurring Disseminations (weekly and monthly newsletters) and Unique Disseminations sharing information and resources (products and publications)	All resources went out as scheduled. Based on feedback, beginning in September, Resources, Announcements, and Funding Opportunities were combined into a single weekly dissemination "AUCD Weekly" that goes out Wednesdays at 10am. COVID resources were sent semi-monthly and then monthly, before being included in other resources. In addition to the recurring disseminations, the URC circulated 66 unique disseminations to provide timely and targeted information about new resources.
2.d.	Rapid response and operational support to UCEDDs.	Monthly through 9/29/21	Monthly update in work plan	701 Rapid Response 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	9 requests for intensive individualized TA were received this year. All requests were addressed virtually.
Objective 3: Strengthening Peer-to-Peer Contacts and Networking				
3.a.	Establish and maintain cadre of UCEDD experts	9/29/2021	List of UCEDD experts	The URC retained expert consultants from the network on ED&I implementation (6), plain language (3), and Spanish language (2). Maintained of retired directors to provide TA through expert consultation. When a rapid response request requires it, URC staff develops reports on network expertise. This contract year, the URC developed and disseminated 5 such reports to advise policy makers, federal partners, network members, and other concerned parties.
3.b.	Support peer-to-peer networking	9/29/2021	UCEDD Directory. NIRS public search	The URC continued to host the UCEDD Directory and NIRS public search throughout the year. The URC continued bi-weekly peer-networking calls focused on COVID-19 problem solving until March when they transitioned to monthly until they were discontinued based on network requests. These calls were followed by an email summarizing discussion items, network trends, and resources being made available in a shared resource library.

	Objective 4: Collaboration			
4.a.	Partner-focused working relationship between ACL and AUCD	9/29/2021	Electronic work plan outlining shared goals/accountability	Workplan updates were shared with OIDD monthly in written and verbal form. The URC participated in regular calls with ACL to discuss the COVID-19 response.
	Foster effective partnerships between ACL and UCEDDs	9/29/2021	Partnership activities and outcomes (individualized per partner)	The URC has worked closely with ACL to support a series of engagement calls held with the UCEDD Network June-October 2021. In addition, the URC hosted several opportunities for ACL staff to connect with the UCEDD network including at the TA Institute and the UCEDD Directors meeting.
4.b.	Partner-focused working relationship with UCEDDs for improved UCEDD operations, performance, outcomes, and compliance	9/29/2021	Project Advisory Committee (PAC) TA Institute planning committee UCEDD Directors Meeting Planning Committee	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 Plain Language Advisory Committee and the Spanish Language Caucus. Each of these groups represents diverse perspectives from the UCEDD network at multiple levels.
			Letters of support for UCEDD applications for leveraging funds	The URC contributed 10 letters of support to UCEDD applications to leverage funds.
	PAC Strategic Planning Meeting	11/30/2020	Meeting agenda and minutes	Held on 10/21/20
	PAC Annual Review Meeting	8/31/2021	Meeting agenda and minutes	Held on 9/1/21
	NAS Grantee Support			Quarterly meetings were held.
4.c.	Partner-focused working relationships with DD Council and P&A TA providers	9/29/2021	Quarterly meetings	Participated in quarterly meetings with other TA center staff.

	Address pressing disability issues in the States/Territories	9/29/2021	Annual Territories' meeting Identification of disability issues; TA addressing disability issues	Quarterly meetings
	Partner with UCEDDs and other relevant entities and programs - HCBS settings rule implementation	9/29/2021	Partner with ACL, CMS, UCEDDs to track and provide updates on state-specific and federal actions re: HCBS settings rule	Regular meetings with ACL, with partners active on HCBS, and with CMS and ACL. Throughout the year, there were 67 meetings, emails with Network members, and follow up through September 30, 2021.
4.d.	Identify and address emerging priorities and needs	9/29/2021	Identification of emerging needs.	Through Rapid Response Requests, Global Survey analysis, PAC and OIDD discussions, UCEDD needs were identified. The needs are tracked in a data platform and reviewed frequently to prioritize.
	Convene groups of experts, including from UCEDDs and federal agencies	9/29/2021	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 addition 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	9/29/2021	Minutes from expert convening and/or iterative drafts of expert-informed TA materials	<p>Roundtable discussions at January UCEDD Directors meeting addressed the following needs:</p> <ol style="list-style-type: none"> 1. Taking a Disability Lens to Racial Justice 2. Engaging Diverse Communities in Research Activities 3. Telehealth and Regional Access Disparities 4. Staff Social and Emotional Wellbeing of Staff in Virtual Environment 5. HCBS Transformation 6. State and Federal Budgetary Challenges 7. Policy Environment Post-Election 8. Changing Dynamics and Relationships in the University, State, or Community 9. Vigilance in COVID-19 Mitigation Behaviors <p>Discussions at TA Institute Addressed the following emerging needs:</p> <ol style="list-style-type: none"> 1. The COVID-19 Pandemic 2. Racial Justice, Diversity, Equity, and Inclusion 3. Responding to Economic Recession 4. ED&I in the Virtual Environment

	Develop guidance or other TA resource on emerging issues	9/29/2021	TA addressing emerging needs	In addition to the tip sheets listed above, the following resources were developed to address emerging needs: - Virtual Engagement Kits (September 2020) - Frequently Asked Questions: COVID-19 Vaccine Distribution Considerations for the Disability Community (November 2020) - Relationship Building Tips in Plain Language (February 2021) - Developmental Disabilities Act in Plain Language (February 2021) - The UCEDD Framework in Plain Language (February 2021) - ABCs of Plain Language (February 2021) - TA Institute Event Materials (March 2021) - New Directors Orientation Materials (March-May 2021) - 2021 Report on University-UCEDD Relationships and Agreements (August 2021)
Objective 5: Information Management				
5.a.	Provide web-based info management system	9/29/2021	Web-based National Information and Reporting Systems (NIRS)	NIRS has been maintained for 24/7 data entry. It was shut down 7/31/21 for system upgrades.
5.b.	Establish plan for updates to web-based information management system	12/1/2020	Plan for updates	A meeting was held in November to discuss NIRS updates. A COVID-19 checkbox was added as a standard report option and new trainee survey questions were added in mid-January. Gender Identity and Primary Language fields were added to the Directory dataset.
5.c.	Manage web-based info management system that supports UCEDD reporting	9/29/2021	Web-based National Information and Reporting Systems (NIRS)	Data entered in NIRS populated the UCEDD PPRs. System maintained.
5.d.	Establish and manage reporting	9/29/2021	NIRS PPR function	Maintained and provided assistance with custom reports. The NIRS Online Training Modules were re-released in August after being transitioned to the Adobe Captivate LMS.
5.e.	Provide T/TA to UCEDD and OIDD on PPR	Monthly through 9/29/21	Provision of TA	URC staff responded to 222 rapid response requests on UCEDD federal reporting. Quarterly calls have been hosted for Data Coordinators to collectively troubleshoot issues with URC staff.
5.f.	Manage public search of UCEDD projects and products	9/29/2021	Public NIRS Search function	Additional Disciplines added to the directory dataset. Technical requirements sent to MSIGNAL. Other changes are under discussion.
	Data file	8/30/2021	Access database file or all UCEDD data	The data file was delivered to OIDD in August 2021.
5.g.	Maintain compliance with BOD-18-01 incl. email/web security	9/29/2021	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 9/29/21	Diversity and Inclusion Toolkit - Resource and Case Study updates	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. The URC built a module (launched October 2021) into the Diversity and Inclusion toolkit to house content related to the Equity, Diversity and Inclusion Action Plan including the outcomes of the implementation activities.
6.b.	Cultivate partnerships			Partnership with Morehouse School of Medicine's National COVID-19 Resiliency Network. Supporting the creation of a toolkit for Unidos affiliates about how to support parents of children with disabilities in navigating the school system.
6.c.	Support Dissemination and Implementation of ED&I Action Plan			A URC TA Initiative to Implement the ED&I Action Plan created three implementation groups focusing on 1) Cultural and Linguistic Competency, 2) Research & Evaluation, and 3) Strategic Planning. Six diverse network leaders were selected to serve as coaches for the initiative, and quarterly webinars were held to provide global TA on this topic.
	Develop Language Access Plan and provide TA to network		Partnership with Experts Language Access Plan TA Activity	<p>The URC has continued to engage DD network partners to inform plain language efforts, including working with SABE, ASAN, and GMSA to define plain language for the network. The URC translated the global survey into Spanish and adapted it to plain language and created a new website landing page for Plain Language resources. The Plain language and Spanish advisory groups continue to meet regularly. The following resources were adapted/translated by the end of September 2021:</p> <p>Spanish Language - Spanish Language Website</p> <p>Plain Language - Members of Congress in Plain Language Relationship Building Tips in Plain Language Developmental Disabilities Act in Plain Language AUCD Brochure in Plain Language The UCEDD Framework in Plain Language Medicaid in Plain Language ABCs of Plain Language ABCs of Plain Language (short) Plain Language Webpage</p>

Appendix C: List of URC Events

Appendix C: List of URC Events

In the 2020-2021 contract year, the URC implemented the following trainings and TA Events (dates and numbers of participants are shown in parentheses):

- TA Meetings at 2020 Conference (November 2019-January 2021): Data Coordinators Annual Meeting (88), Trainee Panel: Post-Plenary Debrief (200), Joint UCEDD/LEND/IDDRRC Directors Meeting (205), Emerging Leaders Networking Event: Amplify & Cultivate Your Network (153), UCEDD Directors Meeting (114)
- 2020 AUCD Leadership Academy (December 2021; 20)
- Data Coordinators Quarterly Call (January 2021; 89)
- New UCEDD Directors Quarterly check-in (January 2021, September 2021; 16 and 9 respectively)
- UCEDD TA Institute (March-April 2021; 115)
- New Directors Orientation (April 2021; 9)
- UCEDD Network CDC Vaccine Coordination Call (April 2021; 64)
- New Directors 2020 Cohort Meeting (May 2021; 8)
- 2021 AUCD Leadership Academy (June 2021; 24)
- 5 Year Close Out Report Walk Through (August 2021; 4)
- Webinars:
 - Admin Essentials: Managing Staff and Volunteers with Guardians (October 2020; 9)
 - Faculty Diversity: Recruitment, Retention, and Planning for New Leadership (October 2020; 45)
 - Data Coordinators Annual Meeting (November 2020; 88)
 - Pre-Conference Orientation for Trainees (November 2020; 116)
 - Orientation for Charting Your Course: A Toolkit for New UCEDD Directors (November 2020; 5)
 - Admin Essentials: Setting Targets and Evaluating Performance of Grant Professionals (January 2021; 10)
 - 2021 AUCD Leadership Academy Informational Webinar (February 2021; 52)
 - Social Media: An Essential Tool in the Democratization of Knowledge Dissemination and Engagement (March 2021; 64)
 - Continuation Application Demonstration (March 2021; 99)
 - NIDILRR Current and Upcoming Funding Opportunities (March 2021; 49)
 - Introduction to Data Visualization and Infographic Development (March 2021; 62)
 - Admin Essentials: Matching Funds or Cost Sharing (April 2021; 20)
 - Implementing the Equity, Diversity, and Inclusion Action Plan: A TA Initiative for the UCEDD Network (April 2021; 30)
 - 2021 AUCD Emerging Leaders End of the Year Webinar (May 2021; 59)
 - RFP Info Session: UCEDD Leadership Development Project (May 2021; 12)
 - Meet the Coaches: Implementing the Equity, Diversity, and Inclusion Action Plan (June 2021; 37)

- Opportunities with the National COVID Cohort Collaborative (June 2021; 16)
- Admin Essentials: Changing Administrative Home (July 2021; 12)
- Admin Essentials: University-UCEDD Relationships (August 2021; 26)
- Embedding ED&I Action Plan into UCEDD 5-Year Plan Webinar (September 2021; 82)
- Language and Communications Access Plan Webinar (September 2021; 24)

Appendix D: List of URC Products and Publications

Appendix D: List of URC Products and Publications

In the 2020-2021 contract year, the URC developed and/or disseminated the following products and publications grouped by language (dissemination date in parentheses, items developed but not disseminated are marked as To Be Disseminated “TBD”):

English Language

- Virtual Engagement Kits (October 2020-January 2021)
- Frequently Asked Questions: COVID-19 Vaccine Distribution Considerations for the Disability Community (November 2020)
- UCEDD Capabilities to Support People with Disabilities to Receive COVID-19 Vaccine (March 2021)
- URC Resource Map (March 2021)
- AUCD ED&I History (March 2021)
- The COVID-19 Pandemic and People with Disabilities: Primary Concerns, the AUCD Network Response, and Needs for the Future (March 2021)
- TA Institute Event Materials - Mentimeter polls, powerpoints, recordings, notes, pre-reading content and event logistical details. (April 2021)
- Trainee Orientation Videos (May 2021)
- UCEDD Network Activities to Increase COVID-19 Vaccination (July 2021)
- DD Network COVID Response Report (July 2021)
- 2021 Report on University-UCEDD Relationships and Agreements (August 2021)
- 5 Year Close Out Report Walk Through (August 2021)
- ED&I Crosswalk Infographic (August 2021)
- ED&I Crosswalk (August 2021)
- ED&I Hub Website (TBD)
- Leadership Development Map (TBD)
- What is a UCEDD Video (TBD)
- UCEDD Organizational Chart Library Report (September 2021)
- Important UCEDD Links, Dates and Resources
- Frequently Asked Questions (FAQ) Re: American Rescue Plan Act of 2021

NIRS

- NIRS Online Learning Modules (August 2021)
- FY 22 NIRS Paper Forms (August 2021)
- FY 22 NIRS Data Dictionary (August 2021)
- FY 22 NIRS Compendium of Changes (August 2021)
- FY 22 NIRS Data and Reporting Calendar (September 2021)

Rapid Response Reports and Network Summaries

- Network activities on Support for Health Care Workforce (October 2020)
- Network activities on Food Insecurity and Poor Nutrition Among Medicaid HCBS Beneficiaries During COVID (November 2020)

- Tribal Activities November Update (November 2020)
- UCEDD Housing Projects Rapid Response Report (November 2020)
- UCEDD & LEND Network Activities Focused on the Foster Care System (March 2021)
- AUCD Network Engagement (March 2021)

New Directors Orientation Session Materials

- Session 1 Materials - Charting Your Course, PowerPoint, Toolkit Navigation, URC Resource Map (March 2021)
- Session 2 Materials - Charting Your Course, AUCD Strategic Poster, AUCD Network Engagement, PowerPoint, Value of URC TA with Examples handout (March 2021)
- Session 3 Materials - Grantwriting/Reporting Timeline, CFR Title, PowerPoint, NIRS Outline, UCEDD Logic Model (April 2021)
- Session 4 Materials - powerpoint, logic model, and resource map (April 2021)
- Session 5 Materials - powerpoint, Starter Kit - New to Administration (May 2021)

Webinar Archives

- Managing Staff and Volunteers Under Guardianship Archive (October 2020)
- Faculty Diversity: Recruitment, Retention, and Planning for New Leadership Archive (October 2020)
- Pre-Conference Orientation for Trainees Archive (November 2020)
- NIRS Data Coordinators Annual Meeting Recording (November 2020)
- Orientation of Charting Your Course: A Toolkit for New UCEDD Directors Archive (November 2020)
- Admin Essentials: Setting Targets and Evaluating Performance of Grant Professionals (January 2021)
- Emerging Leaders Networking Event Archive (January 2021)
- 2021 Leadership Academy Informational Webinar Archive (February 2021)
- UCEDD Directors Meeting Archive (February 2021)
- NIDILRR Current and Upcoming Funding Opportunities (March 2021)
- Continuation Application Démonstration Webinar (March 2021)
- Social Media: An Essential Tool in the Democratization of Knowledge Dissemination and Engagement Webinar Archive (March 2021)
- Admin Essentials: Matching Funds or Cost Sharing (April 2021)
- Implementing the Equity, Diversity, and Inclusion Action Plan: A TA Initiative for the UCEDD Network Webinar Archive (April 2021)
- 2021 AUCD Emerging Leaders End of the Year Webinar (May 2021)
- Opportunities with the National COVID Cohort Collaborative Archive (June 2021)
- Meet the Coaches: Implementing the Equity, Diversity, and Inclusion Action Plan Archive (July 2021)
- Admin Essentials: Changing Administrative Home Recording (July 2021)
- Admin Essentials: University-UCEDD Relationships Recording (August 2021)
- Embedding ED&I Action Plan into UCEDD 5-Year Plan Webinar Archive (September 2021)
- Language and Communications Access Plan Webinar Archive (September 2021)

Tip Sheets

- Demonstration Services Tip Sheet (November 2020)
- Developing UCEDD Core Functions Plans Tip Sheet (November 2020)
- Tip Sheet: Product Development and Information Dissemination (November 2020)
- Research Tip Sheet (November 2020)
- Tip Sheet: How and When to Create a Business Manager Role (January 2021)
- Tip Sheet: Managing Staff and Volunteers with Guardians (January 2021)
- Tip Sheet: Meaningfully Engaging Your Consumer Advisory Committee (January 2021)
- Tip Sheet: Managing Staff and Volunteers with Guardians (January 2021)
- Tip Sheet: Setting Targets and Evaluating Performance of Grant Professionals (July 2021)
- Tip Sheet: UCEDD Grants Management: Negotiating UCEDD-University Agreements (September 2021)
- ED&I Tip Sheet Addendums (TBD)

Podcast Episodes

- Introducing the AUCD Network Narratives Podcast (TBD)
- The Road to Equity, Diversity, and Inclusion in the AUCD Network (TBD)
- Paving the Way for Equity, Inclusion, and Diversity in Curriculums (TBD)
- Leading Change in a Multicultural Environment (TBD)
- Lived Experience in Research (TBD)
- Adapting to a New World of Service and the Language that Comes With It (TBD)
- Inclusivity and the Legacy of Disability Advocacy in Indigenous Cultures (TBD)
- Growing Leaders in Self-Advocacy (TBD)
- Creating Space for Diversity, Inclusivity, and Community-Based Conversations (TBD)
- What is Cultural Brokerage and How it Engages Communities (TBD)
- Understanding the Experiences of Black Mothers in the Disability Community (TBD)
- Season Wrap-Up (TBD)

Plain Language

- Members of Congress in Plain Language (January 2021)
- Relationship Building Tips in Plain Language (January 2021)
- Developmental Disabilities Act in Plain Language (January 2021)
- AUCD Brochure in Plain Language (January 2021)
- The UCEDD Framework in Plain Language (January 2021)
- Medicaid in Plain Language (January 2021)
- ABCs of Plain Language (February 2021)
- ABCs of Plain Language (short) (February 2021)
- Plain Language Webpage (February 2021)
- Plain Language Toolkit (September 2021)

Spanish Language

- Spanish Language Website (October 2020)
- UCEDD Relationships and MOUs Report-SPANISH (September 2021)

- Spanish Language Materials Development Protocol (September 2021)
- Tip Sheet: UCEDD Grants Management: Negotiating UCEDD-University Agreements - SPANISH (TBD)
- Charting your Course: Toolkit for New Directors of UCEDD-SPANISH (TBD)
- Tip Sheet: UCEDD Core Function Plans-SPANISH (TBD)
- Tip Sheet: Interdisciplinary Pre-Service Preparation-SPANISH (TBD)
- Tip Sheet: Carryover Requests and No-Cost Extensions -SPANISH (TBD)
- Tip Sheet: Continuing Education – SPANISH (TBD)
- Tip Sheet: Admin Essentials Meaningfully Engaging Your Consumer Advisory Committee (CAC) – SPANISH (TBD)
- Tip Sheet: Admin Essentials How and When to Create a Business Manager Role – SPANISH (TBD)
- Tip Sheet: Admin Essentials: Managing Staff and Volunteers with Guardians – SPANISH (TBD)
- Tip Sheet: Community Services - Training – SPANISH (TBD)
- Tip Sheet: Model Services - SPANISH (TBD)
- Tip Sheet: Technical Assistance – SPANISH (TBD)
- Tip Sheet: Demonstration Services – SPANISH (TBD)
- Tip Sheet: Information Dissemination - SPANISH (TBD)
- Tip Sheet: Research – SPANISH (TBD)
- Tip Sheet: Admin Essentials Setting Targets Grant Professionals – SPANISH (TBD)

Appendix E: 2020-2021 Global Survey Form

Standard

Plain Language

Spanish Language

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, 2021.

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 -- 

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 |

2020-2021 UCEDD Resource Center TA Evaluation

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2020-2021 UCEDD Resource Center TA Evaluation

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?

2020-2021 UCEDD Resource Center TA Evaluation

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

☐

American Indian or Alaska Native

☐

Black or African American

☐

Native Hawaiian or other Pacific Islander

☐

Asian or Asian American

☐

Other (please specify)

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

Introduction

If you need help filling out this survey, you can email Sarah DeMaio (sdemaio@aucd.org) or call 240-821-9463.

If you get this survey more than once, please answer only once.

This year you received information or support from AUCD. We want to hear from you about that information or support you got from AUCD.

We want to focus on the information or support that you got from the UCEDD Resource Center (URC). The UCEDD Resource Center provides information and support to the UCEDDs.

You may have received support from someone on our team including from:

- John Tschida,
- Dawn Rudolph,
- Sarah DeMaio,
- Denise Rozell,
- Natalie Martinez,
- Anna Costalas,
- Luis Valdez,
- Maureen Johnson,
- Katie Johnson, and
- Jamie Koenig.

The survey will take about 10 minutes.

This survey is important because it will help AUCD do its work better. The UCEDD Resource Center will also report results to our federal funders.

The deadline to complete this survey is September 30, 2021.

You don't have to share your name with us. But if you want us to reach out to you, you can add your name and email to the end of the survey or email Sarah DeMaio (sdemaio@aucd.org).

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

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

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

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

Plain Language 2020-2021 UCEDD Resource Center Evaluation

3. What type(s) of information or support did you receive from the UCEDD Resource Center (URC) **in the last 12 months?** (select all that apply)

- ☐ I attended an 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 workgroup
- ☐ I contacted staff with a question
- ☐ I received intensive support (such as a site visit)
- ☐ I was connected to an expert or resource
- ☐ 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 emails or newsletters (for example the Announcements, Resources, or AUCD 360 e-newsletters)
- ☐ I did not use any information or support from the URC in the last 12 months.
- ☐ I received another type of information or support from the URC (please specify):

4. Of the types of information and support you selected, which has been most helpful to you? Why?

Plain Language 2020-2021 UCEDD Resource Center Evaluation

5. Please check all the boxes below to share how the UCEDD Resource Center's (URC's) **information or support helped you. They helped me to**

- | | |
|---|---|
| <input type="checkbox"/> manage my UCEDD projects | <input type="checkbox"/> improve policies as part of my UCEDD |
| <input type="checkbox"/> evaluate the work of my UCEDD | <input type="checkbox"/> talk and learn about important issues for people with disabilities |
| <input type="checkbox"/> improve communications at my UCEDD | <input type="checkbox"/> better understand training at my UCEDD |
| <input type="checkbox"/> increase diversity, inclusion, and cultural and linguistic competence of my UCEDD | <input type="checkbox"/> implement the UCEDD core functions |
| <input type="checkbox"/> make sure my UCEDD is following the rules for our grant | <input type="checkbox"/> better collaborate with peers and partners |
| <input type="checkbox"/> make the systems of support better for people with disabilities as part of my UCEDD. | <input type="checkbox"/> Not applicable- I did not use URC information or support in the last 12 months |
| <input type="checkbox"/> strengthen the disability community as part of my UCEDD | <input type="checkbox"/> None of the above |

Plain Language 2020-2021 UCEDD Resource Center Evaluation



Strongly Agree

Agree

Disagree

Strongly Disagree

The information or support that I selected on the previous page:

6. was a good fit for my role.

Strongly Agree

Agree

Disagree

Strongly Disagree



7. helped me perform my role better.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. was delivered at the right time.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. was inclusive, accessible, and culturally and linguistically competent.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. helped my UCEDD/center to meet the goals of the Developmental Disabilities Act (DD Act).

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

11. Connecting with the UCEDD Resource Center (URC) provided me with a chance to share information and collaborate with others.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. I was treated with respect by the staff at the UCEDD Resource Center (URC).

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Overall, I am satisfied with the information and support from the UCEDD Resource Center (URC).

Strongly Agree

Agree

Disagree

Strongly Disagree

☐☐☐☐

Plain Language 2020-2021 UCEDD Resource Center Evaluation

14. Please tell us how the UCEDD Resource Center's (URC's) information or support has helped your UCEDD/center meet the goals of the Developmental Disabilities Act (DD Act).

15. Please share with us any ideas that you have about other information and support that we could provide.

16. Please share with us how we can do a better job providing information and support.

Plain Language 2020-2021 UCEDD Resource Center Evaluation

17. Gender

☐

Female

☐

Male

☐

Another gender identity:

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

☐

White or Caucasian

☐

American Indian or Alaska Native

☐

Black or African American

☐

Native Hawaiian or other Pacific Islander

☐

Asian or Asian American

☐

Other (please specify)

19. Hispanic or Latino is the ethnicity of people from Spanish-speaking countries. It can also mean people who have family or culture from those countries. Hispanic or Latino people can be of any race.

☐

I am Hispanic or Latino

☐

I am not Hispanic or Latino

20. Do you have a disability?

☐

Yes

☐

No

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

☐

No

☐

Yes (please specify which language)

22. If yes how well do you speak English?

☐

Very well

☐

Well

☐

Not well

☐

Not at all

23. Optional: If you would like us to contact you, enter your name and email . You can also email Sarah DeMaio, URC Senior Manager, at sdemaio@aucd.org.

Name

Email Address

Phone Number

Evaluación de Asistencia Técnica

Usted está recibiendo esta encuesta porque nuestros registros indican que, en algún momento durante los últimos 12 meses, recibió asistencia técnica de un miembro del personal de AUCD. Si ha recibido esta encuesta más de una vez, por favor responda solo una vez.

Las preguntas incluidas en esta encuesta se refieren específicamente a la asistencia técnica proporcionada por el Centro de Recursos del UCEDD (URC) en AUCD. Al formular respuestas a estas preguntas, piense solo en la asistencia técnica que ha recibido del URC, y NO en otros servicios proporcionados por AUCD (como cabildeo, asistencia técnica del LEND, el Comité de Políticas de AUCD, etc.).

La encuesta le tomará unos 10 minutos para completar. Esta encuesta es importante porque el URC utilizará la información recopilada para mejorar la asistencia técnica que provee. El URC también le informará los resultados agregados de la encuesta a la Oficina de Discapacidades Intelectuales y del Desarrollo (OIDD) como parte de un informe evaluativo para nuestro contrato de asistencia técnica.

La fecha límite para completar esta encuesta es el 30 de septiembre del 2021.

Esta encuesta es anónima. Sin embargo, existe la opción de agregar su nombre e información de contacto al final de la encuesta. Enviar su nombre e información de contacto le indicará al personal de asistencia técnica de AUCD que le gustaría recibir seguimiento específico con respecto a las necesidades de asistencia técnica que ingrese. También puede omitir su nombre en la encuesta y comunicarse directamente con Jeanette Córdova para compartir las necesidades de asistencia técnica o cualquier pregunta o inquietud acerca de esta encuesta.

1. Indique su centro o programa por nombre, institución y estado.

Nombre del centro o programa

Nombre de la institución u organización

Estado/Provincia -- seleccione el estado --

2. Seleccione su ocupación (marque todas las opciones que correspondan):

- | | |
|--|--|
| <input type="checkbox"/> Director del UCEDD | <input type="checkbox"/> Director de Proyecto |
| <input type="checkbox"/> Director asociado del UCEDD | <input type="checkbox"/> Investigador |
| <input type="checkbox"/> Coordinador de datos del UCEDD | <input type="checkbox"/> Personal administrativo del UCEDD |
| <input type="checkbox"/> Personal de operaciones/negocios del UCEDD | <input type="checkbox"/> Aprendiz/Estudiante |
| <input type="checkbox"/> Director/coordinador de Funciones Principales del UCEDD | <input type="checkbox"/> Socio federal |
| <input type="checkbox"/> Director/coordinador de Área de Énfasis del UCEDD | <input type="checkbox"/> Socio de la red DD |
| <input type="checkbox"/> Otra (especificar): | |

2020-2021 Evaluación sobre la Asistencia Técnica del Centro de Recursos de UCEDD

3. ¿Qué tipo de asistencia técnica recibió del URC en los últimos 12 meses? (seleccione todas las opciones que correspondan)

- ☐ Asistí a un evento de asistencia técnica (por ejemplo, orientación para nuevos directores, reuniones de asistencia técnica en la conferencia anual).
- ☐ Asistí a un seminario virtual (por ejemplo, el seminario virtual para nuevos coordinadores de datos).
- ☐ Participé en un grupo de trabajo de asistencia técnica o de colaboración coordinada por el URC.
- ☐ Me comuniqué con el personal del URC con una solicitud específica.
- ☐ Recibí asistencia técnica individualizada e intensiva (como una visita en persona).
- ☐ Recibí una recomendación de un experto del personal del URC.
- ☐ Utilicé el directorio del NIRS o la búsqueda pública del NIRS.
- ☐ Utilicé un producto desarrollado por el URC, como una hoja de consejos, un informe, un artículo, un conjunto de herramientas, preguntas frecuentes o una grabación de seminarios virtuales.
- ☐ Leí anuncios o boletines de noticias del URC (por ejemplo, Anuncios, Recursos o Boletines electrónicos de AUCD 360).
- ☐ No utilicé la asistencia técnica brindada por el URC en los últimos 12 meses.
- ☐ Recibí otro tipo de asistencia técnica del URC (especifiqué):

2020-2021 Evaluación sobre la Asistencia Técnica del Centro de Recursos de UCEDD

4. A continuación, marque todas las casillas que correspondan cuando piense en **toda la asistencia técnica que recibió del URC en los últimos 12 meses. La asistencia técnica que recibí en los últimos 12 meses:**

- | | |
|--|--|
| <input type="checkbox"/> Me ayudó a gestionar mejor los proyectos del UCEDD. | <input type="checkbox"/> Me ayudó a posicionar a mi UCEDD como líder y agente en la promoción de abogacía. |
| <input type="checkbox"/> Me ayudó a evaluar el trabajo de mi UCEDD. | <input type="checkbox"/> Me ayudó a involucrarme mejor con los temas emergentes en el campo de la discapacidad. |
| <input type="checkbox"/> Mejoró el manejo de información en mi UCEDD. | <input type="checkbox"/> Me ayudó a comprender mejor la preparación previa al servicio interdisciplinaria. |
| <input type="checkbox"/> Mejoró la diversidad, la inclusión y la competencia cultural y lingüística de mi UCEDD. | <input type="checkbox"/> Me ayudó a implementar mejor las funciones principales del UCEDD. |
| <input type="checkbox"/> Ayudó a mi UCEDD a lograr o mantener el cumplimiento reglamentario. | <input type="checkbox"/> Me ayudó a desarrollar mi capacidad para colaborar con redes y compañeros relevantes en el rubro. |
| <input type="checkbox"/> Me ayudó a posicionar a mi UCEDD como líder y agente en el cambio de sistemas. | <input type="checkbox"/> No aplica: no utilicé la asistencia técnica proporcionada por el URC en los últimos 12 meses. |
| <input type="checkbox"/> Me ayudó a posicionar a mi UCEDD como líder y agente de capacitación. | <input type="checkbox"/> Ninguna de las anteriores. |

2020-2021 Evaluación sobre la Asistencia Técnica del Centro de Recursos de UCEDD

5. La asistencia técnica que recibí (o que me ofrecieron) del URC este año fue apropiada para mi función.

Totalmente de acuerdo	En acuerdo	En desacuerdo	Muy en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. La asistencia técnica que recibí (o que me ofrecieron) del URC este año me ayudó a desempeñarme mejor en mi función.

Totalmente de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Este año, la asistencia técnica que recibí (o me ofrecieron) de la URC se entregó en un tiempo debido.

Totalmente de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Este año, la asistencia técnica que recibí (o que me ofrecieron) del URC me brindó la oportunidad de compartir información y colaborar.

Totalmente de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Cuando recibí (o me ofrecieron) asistencia técnica, el personal del URC me trató con respeto.

Totalmente de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. El URC se esfuerza por brindar asistencia técnica que sea cultural y lingüísticamente competente y accesible para todas las personas. Sentí que la asistencia técnica que recibí (o que me ofrecieron) en los últimos 12 meses se brindó de manera inclusiva, accesible y cultural y lingüísticamente competente.

Totalmente de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. En general, estoy satisfecho/a con la asistencia técnica que recibí (o que me ofrecieron) del URC.

Totalmente de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. La asistencia técnica que recibí (o que me ofrecieron) del URC mejoró la capacidad de mi UCEDD para cumplir con el objetivo de la Ley DD.

Totalmente de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2020-2021 Evaluación sobre la Asistencia Técnica del Centro de Recursos de UCEDD

13. Usted indicó que la asistencia técnica que recibió del URC mejoró la capacidad de su UCEDD para cumplir con el objetivo de la Ley DD. Le agradeceríamos que nos brindara una breve descripción de un ejemplo concreto de cómo sucedió esto para que podamos compartirlo con la OIDD.

14. ¿Tiene recomendaciones de otros tipos de asistencia técnica que el URC podría brindar?

15. Pensando en toda la asistencia técnica que ha recibido del URC en los últimos 12 meses, ¿qué ha sido lo más útil? ¿Por qué?

16. Pensando en toda la asistencia técnica que ha recibido (o se le ha ofrecido) del URC en los últimos 12 meses, ¿qué podría hacer el URC para mejorar su asistencia técnica?

2020-2021 Evaluación sobre la Asistencia Técnica del Centro de Recursos de UCEDD

17. Género

- ☐ Femenino
- ☐ Masculino
- ☐ Una identidad de género no reflejada en las opciones dadas:

18. ¿Cuál es su raza? (marque todas las opciones que correspondan):

- | | |
|--|--|
| <input type="checkbox"/> Blanco o Caucásico | <input type="checkbox"/> Indio americano o Nativo de Alaska |
| <input type="checkbox"/> Negro o Afroamericano | <input type="checkbox"/> Nativo de Hawái o de otras islas del Pacífico |
| <input type="checkbox"/> Asiático o Asiático Americano | |
| <input type="checkbox"/> Otra (especificar): | |

19. Etnicidad: Hispano/a/x es una categoría étnica para personas cuyos orígenes se encuentran en los países de habla hispana de América Latina o que se identifican con una cultura de habla hispana. Las personas hispanas pueden ser de cualquier raza.

- ☐ Hispano/a/x
- ☐ No soy Hispano/a/x

20. ¿Tiene usted alguna discapacidad?

- ☐ Sí
- ☐ No

21. ¿Habla otro idioma en casa que no sea inglés?

- ☐ No
- ☐ Sí (especificar)

22. Si es así, ¿qué tan bien habla inglés?

- ☐ Muy bien
- ☐ Bien
- ☐ Mal
- ☐ No hablo inglés

23. Opcional: Si desea obtener un seguimiento directo sobre cualquiera de los elementos de asistencia técnica que mencionó en esta encuesta puede ingresar su información de contacto aquí o comunicarse con Sarah DeMaio, URC Gerente Senior, a la dirección sdemaio@aucd.org o Jeanette Córdova, Gerente de Programa, MCH & URC Equipos de Asistencia Técnica, a la dirección jcordova@aucd.org.

Nombre

Dirección de correo electrónico

Número de teléfono

Appendix F: URC TA Data Summary 2018-2021

Rapid Response Request Data Summary

	2018-2019		2019-2020		2020-2021	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of requests	279	100.00%	487	100.00%	703	100%
Requests by topic: core function						
Interdisciplinary pre-service training	25	8.96%	17	3.49%	23	3.27%
Community services – training and TA	18	6.45%	63	12.94%	57	8.11%
Community services – model and	11	3.94%	32	6.57%	58	8.25%
Research and evaluation	11	3.94%	26	5.34%	58	8.25%
Public policy development and analysis	8	2.87%	26	5.34%	40	5.69%
Information dissemination	12	4.30%	51	10.47%	129	18.35%
Requests by topic: organizational competency						
University relations	7	2.51%	11	2.26%	14	1.99%
Statutory compliance	17	6.09%	24	4.93%	28	3.98%
Measurement and evaluation of UCEDD	3	1.08%	8	1.64%	20	2.84%
Activity planning and evaluation	15	5.38%	59	12.11%	90	12.80%
Grant application assistance	17	6.09%	41	8.42%	77	10.95%
Federal partner communications	12	4.30%	50	10.27%	105	14.94%
Federal reporting	118	42.29%	164	33.68%	237	33.71%
Succession planning	31	11.11%	32	6.57%	30	4.27%
Other personnel management	5	1.79%	7	1.44%	24	3.41%
Leveraging funds and sustainability	14	5.02%	35	7.19%	44	6.26%
CAC training	6	2.15%	5	1.03%	2	0.28%
Operations and financial management	7	2.51%	7	1.44%	14	1.99%
Collaborations	24	8.60%	63	12.94%	65	9.25%
Strategic planning	5	1.79%	8	1.64%	15	2.13%
Diversity, inclusion, and cultural and linguistic competence	12	4.30%	23	4.72%	47	6.69%
Requests by type						
Information	213	76.34%	349	71.66%	458	65.15%
Materials	35	12.54%	60	12.32%	95	13.51%
Expert referrals	51	18.28%	73	14.99%	75	10.67%
Training	1	0.36%	5	1.03%	12	1.71%
Intensive consultation	8	2.87%	12	2.46%	13	1.99%
Workgroup	1	0.36%	5	1.03%	2	0.28%
Other	6	2.15%	36	7.39%	118	16.79%

Collaboration Data Summary

	2018-2019		2019-2020		2020-2021	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of collaborations	50		62		72	
By topic: core function						
Interdisciplinary pre-service training	5	10.00%	7	11.29%	5	6.94%
Community services – training and TA	14	28.00%	32	51.61%	16	22.22%
Community services – model and demonstration	1	2.00%	4	6.45%	9	12.50%
Research and evaluation	15	30.00%	17	27.42%	14	19.44%
Public policy development and analysis	7	14.00%	10	16.13%	10	13.89%
Information dissemination	6	12.00%	25	40.32%	18	25.00%
By topic: organizational competency						
University relations	2	4.00%	1	1.61%	2	2.78%
Statutory compliance	1	2.00%	1	1.61%	1	1.39%
Measurement and evaluation of UCEDD effect	0	0.00%	0	0.00%	1	1.39%
Activity planning and evaluation	2	4.00%	12	19.35%	14	19.44%
Grant application assistance	1	2.00%	1	1.61%	2	2.78%
Federal partner communications	1	2.00%	6	9.68%	4	5.56%
Federal reporting	0	0.00%	1	1.61%	0	0.00%
Succession planning	1	2.00%	3	4.84%	3	4.17%
Other personnel management	0	0.00%	0	0.00%	3	4.17%
Leveraging funds and sustainability	15	30.00%	13	20.97%	11	15.28%
CAC training	1	2.00%	0	0.00%	0	0.00%
Operations and financial management	0	0.00%	1	1.61%	3	4.17%
Collaborations	22	44.00%	38	61.29%	26	36.11%
Strategic planning	2	4.00%	4	6.45%	3	4.17%
Diversity, inclusion, and cultural and linguistic	6	12.00%	9	14.52%	22	30.56%
Number of meetings	145	n/a	347	n/a	239	n/a

TA Event (recurring and non-recurring) Data Summary

	2018-2019		2019-2020		2020-2021	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of events	35.00		48.00		36	
Average number of participants per event	40.94		73.06		55.3	
Number of participant hours	4216.75		8079.5		4898	
Events by topic: core function						
Interdisciplinary pre-service training	12.00	36.36%	5.00	10.42%	4	11.11%
Community services – training and TA	5.00	15.15%	0.00	0.00%	1	2.78%
Community services – model and demonstration services	1.00	3.03%	2.00	4.17%	1	2.78%
Research and evaluation	4.00	12.12%	11.00	22.92%	4	11.11%
Public policy development and analysis	1.00	3.03%	3.00	6.25%	0	0.00%
Information dissemination	11.00	33.33%	21.00	43.75%	13	36.11%
Events by topic: organizational competency						
University relations	2.00	6.06%	1.00	2.08%	2	5.56%
Statutory compliance	3.00	9.09%	3.00	6.25%	1	2.78%
Measurement and evaluation of UCEDD effectiveness	0.00	0.00%	0.00	0.00%	0	0.00%
Activity planning and evaluation	1.00	3.03%	8.00	16.67%	2	5.56%
Grant application assistance	1.00	3.03%	1.00	2.08%	1	2.78%
Federal partner communications	2.00	6.06%	3.00	6.25%	2	5.56%
Federal reporting	5.00	15.15%	8.00	16.67%	5	13.89%
Succession planning	4.00	12.12%	2.00	4.17%	6	16.67%
Other personnel management	0.00	0.00%	0.00	0.00%	2	5.56%
Leveraging funds and sustainability	0.00	0.00%	2.00	4.17%	2	5.56%
CAC training	1.00	3.03%	1.00	2.08%	0	0.00%
Operations and financial management	0.00	0.00%	1.00	2.08%	3	8.33%
Collaborations	7.00	21.21%	22.00	45.83%	6	16.67%
Strategic planning	0.00	0.00%	6.00	12.50%	4	11.11%
Diversity, inclusion, and cultural and linguistic competence (including requests for literacy adaptation and language translation services)	7.00	21.21%	5.00	10.42%	7	19.44%

Unique Product Development and Dissemination Data Summary

	2018-2019		2019-2020		2020-2021	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of unique products developed	19		68		79	
Total disseminations	19		67		66	
Number of language translations conducted	0	0.00%	34	50.00%	29	42.55%
Average number of recipients per dissemination	113.89		740.91		317.3	
Products disseminated by topic: core function						
Interdisciplinary pre-service training	1	5.26%	2	2.94%	1	1.52%
Community services – training and TA	2	10.53%	2	2.94%	3	4.55%
Community services – model and demonstration services	3	15.79%	3	4.41%	2	3.03%
Research and evaluation	0	0.00%	13	19.12%	4	6.06%
Public policy development and analysis	1	5.26%	5	7.35%	7	10.61%
Information dissemination	2	10.53%	22	32.35%	19	28.79%
Products disseminated by topic: organizational competency						
University relations	1	5.26%	3	4.41%	3	4.55%
Statutory compliance	1	5.26%	5	7.35%	5	7.58%
Measurement and evaluation of UCEDD effectiveness	0	0.00%	0	0.00%	0	0.00%
Activity planning and evaluation	1	5.26%	10	14.71%	11	16.67%
Grant application assistance	0	0.00%	0	0.00%	1	1.52%
Federal partner communications	0	0.00%	1	1.47%	5	7.58%
Federal reporting	6	31.58%	6	8.82%	5	7.58%
Succession planning	0	0.00%	4	5.88%	2	3.03%
Other personnel management	0	0.00%	1	1.47%	2	3.03%
Leveraging funds and sustainability	1	5.26%	3	4.41%	1	1.52%
CAC training	0	0.00%	1	1.47%	2	3.03%
Operations and financial management	0	0.00%	2	2.94%	3	4.55%
Collaborations	2	10.53%	11	16.18%	7	10.61%
Strategic planning	0	0.00%	2	2.94%	0	0.00%
Diversity, inclusion, and cultural and linguistic competence	0	0.00%	9	13.24%	16	24.24%
Types of products disseminated						
Tip Sheet	3	15.79%	3	4.41%	8	12.12%
Article	0	0.00%	0	0.00%	0	0.00%
Toolkit	0	0.00%	2	2.94%	2	3.03%
Fact Sheet	4	21.05%	2	2.94%	5	7.58%
Infographic	1	5.26%	0	0.00%	0	0.00%
TA Guide	4	21.05%	1	1.47%	0	0.00%
Frequently Asked Questions	0	0.00%	3	4.41%	2	3.03%
Podcast	0	0.00%	0	0.00%	1	1.52%
Video	0	0.00%	1	1.47%	0	0.00%
Webinar recording	1	5.26%	13	19.12%	17	25.76%
Meeting materials	0	0.00%	11	16.18%	4	6.06%
Other	4	21.05%	6	8.82%	13	19.70%

Recurring Product Dissemination Data Summary

Summary Statistics	2018-2019	2019-2020	2020-2021
Total recurring dissemination series	6.00	6.00	8
Average number of recipients per series (start of year)	1682.00	1743.33	2260.71
Average number of recipients per series (end of year)	1967.83	2293.33	1670.5
Change in the average number of recipients	285.83	550.00	-590.21

Emerging Needs Data Summary

	2018-2019		2019-2020		2020-2021	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of emerging needs identified	14		35		36	
By topic: core function						
Interdisciplinary pre-service training	2	14.29%	2	5.71%	1	2.78%
Community services – training and TA	0	0.00%	3	8.57%	1	2.78%
Community services – model and demonstration services	0	0.00%	2	5.71%	1	2.78%
Research and evaluation	1	7.14%	3	8.57%	3	8.33%
Public policy development and analysis	1	7.14%	3	8.57%	4	11.11%
Information dissemination	2	14.29%	10	28.57%	6	16.67%
By topic: organizational competency						
University relations	1	7.14%	2	5.71%	1	2.78%
Statutory compliance	2	14.29%	2	5.71%	2	5.56%
Measurement and evaluation of UCEDD effectiveness	0	0.00%	1	2.86%	0	0.00%
Activity planning and evaluation	1	7.14%	2	5.71%	5	13.89%
Grant application assistance	1	7.14%	2	5.71%	2	5.56%
Federal partner communications	0	0.00%	1	2.86%	0	0.00%
Federal reporting	0	0.00%	2	5.71%	1	2.78%
Succession planning	2	14.29%	3	8.57%	3	8.33%
Other personnel management	1	7.14%	6	17.14%	3	8.33%
Leveraging funds and sustainability	1	7.14%	3	8.57%	2	5.56%
CAC training	0	0.00%	1	2.86%	1	2.78%
Operations and financial management	2	14.29%	6	17.14%	7	19.44%
Collaborations	2	14.29%	6	17.14%	6	16.67%
Strategic planning	0	0.00%	6	17.14%	1	2.78%
Diversity, inclusion, and cultural and linguistic competence	1	7.14%	10	28.57%	8	22.22%
Number of end products generated	7	n/a	34	n/a	27	n/a

Individualized Intensive TA Data Summary

	2018-2019		2019-2020		2020-2021	
	Total	Percentage	Total	Percentage	Total	Percentage
Number of intensive TA events	1	100.00%	8	100.00%	9	100.00%
Intensive TA events by topic: core function						
Interdisciplinary pre-service training	0	0.00%	1	12.50%	1	5.88%
Community services – training and TA	0	0.00%	6	75.00%	7	41.18%
Community services – model and demonstration services	0	0.00%	1	12.50%	0	0.00%
Research and evaluation	0	0.00%	0	0.00%	1	5.88%
Public policy development and analysis	0	0.00%	5	62.50%	7	41.18%
Information dissemination	0	0.00%	0	0.00%	0	0.00%
Intensive TA events by topic: organizational competency						
University relations	1	100.00%	2	25.00%	3	17.65%
Statutory compliance	1	100.00%	0	0.00%	1	5.88%
Measurement and evaluation of UCEDD effectiveness	0	0.00%	0	0.00%	0	0.00%
Activity planning and evaluation	0	0.00%	1	12.50%	1	5.88%
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%	3	17.65%
Succession planning	0	0.00%	1	12.50%	2	11.76%
Other personnel management	0	0.00%	0	0.00%	1	5.88%
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%	2	25.00%	1	5.88%
Collaborations	0	0.00%	5	62.50%	7	41.18%
Strategic planning	0	0.00%	0	0.00%	1	5.88%
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

Appendix G: Emerging Needs Summary

In the 2020-2021 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.

Addressed

1. Admin Essentials
 - a. Moving Admin Home - Admin Essentials: Changing Administrative Home
 - b. Developing a plan to increase leveraged funds through grant writing - Admin Essentials: Setting Targets and Evaluating Performance of Grant Professionals
 - c. Strategies for meeting cost-share requirements - Admin Essentials: Matching Funds or Cost Sharing
 - d. Inclusive Hiring - Admin Essentials: Managing Staff and Volunteers with Guardians
 - e. Navigating UCEDD-University Relationships - Admin Essentials: University-UCEDD Relationships
 - f. Peer groupings by size and admin home – Admin Essentials: (Re) Organization
2. Best Practices in Knowledge Translation
3. Information on ECHO training and telehealth models merging
4. Engaging Expert Consultants
5. Restraint and seclusion policies
6. Best practices around telehealth
7. Needs Assessment for Core Grant
8. What is a UCEDD? Video
9. Developing and Implementing a Language and Communication Access Plan
10. Responding to the COVID-19 Pandemic
11. Accessible Content and Practices for the next UCEDD Generation
12. Utilization, tracking and reporting of COVID supplemental funds
13. Increasing Access through Plain Language
14. Increasing Access for the Spanish Language Community
15. Diversity, Equity, & Inclusion topics, strategies, speakers, implementation
16. UCEDD Leadership Development Map
 - g. Co-Directorships
 - h. Position descriptions for center staff
 - i. Succession planning/ Preparing to apply for UCEDD Director role
 - j. Professional Development for UCEDD faculty and staff

TA In Progress

1. Workgroup for Tribally Engaged UCEDDs
2. Utilizing Universal Design for Learning Principles
3. Networking & Promoting the work of UCEDDs
4. Evaluation of UCEDD core grant

5. Engaging Diverse Communities in Research Activities
6. Systems Change Capacity Building for Territories
7. Emerging Leader and Trainee Engagement
8. Financial Reporting Timeline

Yet to be Addressed

1. Policy Decision Making
2. Community Engagement
3. Anti-oppression training for staff
4. Advocacy opportunities post COVID
5. Establish a formal mentorship model for new directors
6. Develop a Visiting Professor Program to enhance intensive, individualized TA model
7. Targeted TA for Associate Directors
8. Equitable Compensation Practices
9. Create a workgroup for UCEDD staff supporting CACs/Meaningfully Involving PWD/Coaching and Mentorship for Self-Advocates
10. Admin Essentials Topics
 - a. Managing organizational culture in a remote context while promoting social and emotional wellbeing
 - b. How to negotiate return on indirect
 - c. How to hold on to unrestricted \$\$ when University wants it / maintaining fiscal strength in a poor economy
 - d. Changing budgets and spending down during current economic climate
 - e. PI Fund use
 - f. Moving Physical Offices

Appendix H: 2020-2021 PAC Member List

Appendix H

Project Advisory Committee (PAC) Members

UCEDDs

- Ilka Riddle, UCEDD Director, Ohio (Cincinnati Children's Hospital Medical Center)
- Lesley Cottrell, UCEDD Director, West Virginia
- Gail Chödrön, Training Director, Wisconsin
- Carol Britton Laws, Training Director, Georgia (University of Georgia)
- Wendy Parent Johnson, UCEDD Director, Arizona (University of Arizona)
- Josephine Cruz, Associate Director, Guam
- Mallory Finn, Project HEAL, Maryland
- Matthew Wappett, UCEDD Director, Utah
- Allan Cobo-Lewis, UCEDD Director, Maine
- Sandy Magana , UCEDD Co-Director, Texas (University of Texas at Austin)
- Derrick Willis, UCEDD Director, Iowa
- Colleen McLaughlin, Associate Director, New Jersey

OIDD

- Pam O'Brien
- Shawn Callaway