

OIDD – University Centers for Excellence in Developmental Disabilities

UCEDD LOGIC MODEL 2026 Standardized Reporting for All UCEDDs

UCEDDs share this vision of the *Ultimate Outcome* that flows from the DD Act:

- Services, supports, and other assistance should be provided in a manner that demonstrates respect for individual dignity, personal preferences, and cultural differences.
- Individuals with developmental and other disabilities attain maximum physical, emotional, social, and economic well-being.
- Individuals with developmental and other disabilities are independent, productive and fully participating members of their community consistent with their values.
- Family members of individuals with developmental and other disabilities have the supports they need to assist their family members become independent, productive and fully participating members of their community consistent with their values.
- American communities are welcoming and supportive of individuals with developmental and other disabilities reaching their personal goals.
- Public policy and legislation promote full community participation.
- Services incorporate evidence-based practices wherever such standards have been determined.

In this logic model, *Inputs* and *Activities* infrastructure and core functions authorized under the DD Act.
Outputs and *Outcomes* reflect their application.

Overall Logic Model for UCEDDs

INPUTS Resources used to support activities	ACTIVITIES Processes; what the program does	OUTPUT MEASURES Products of activities; services delivered as measured by count or other data. <i>Reported annually</i>	INITIAL OUTCOMES MEASURES Initial positive changes in participants' knowledge, attitudes, and/or skills; health and/or well-being; and/or service delivery method(s). <i>Reported annually</i>	INTERMEDIATE OUTCOME MEASURES Desired changes or improvements in targeted behaviors and/or system performance. <i>Reported in 5-year final progress report</i>
UCEDD				
<ul style="list-style-type: none"> Core grant funding from OIDD Funding/ resources from University 	Leveraging: Efforts to leverage funds for carrying out the core functions (proposal writing and submission, partnership development)	<ul style="list-style-type: none"> Number of grants and contracts and other funds leveraged Total amount of funds leveraged Source of funding (e.g., federal, state, local, other) 	<ul style="list-style-type: none"> Increased knowledge, skills, and competencies among trainees and professionals Increased access to evidence-informed practices Improved community and organizational capacity Increased engagement of individuals with developmental disabilities and families Improved awareness of services, rights, and opportunities 	<ul style="list-style-type: none"> Total amount of funds leveraged over the course of the 5- year grant using the following categories <ul style="list-style-type: none"> Federal State Local Private Sources (Foundation/Donation/ Corporate) Fee for Services Other Average dollar amount leveraged per core dollar across five-year period.

Logic Model for Core Functions

INPUTS Resources used to support activities	ACTIVITIES Processes; what the program does	OUTPUT MEASURES Products of activities; services delivered as measured by count or other data. <i>Reported annually</i>	INITIAL OUTCOMES MEASURES Initial positive changes in participants' knowledge, attitudes, and/or skills; health and/or well-being; and/or service delivery method(s). <i>Reported annually</i>	INTERMEDIATE OUTCOME MEASURES Desired changes or improvements in targeted behaviors and/or system performance. <i>Reported in 5-year final progress report</i>
Interdisciplinary Pre-Service Preparation and Continuing Education				
<ul style="list-style-type: none"> • Consumer advisory committee input and perspective • Core grant funding from OIDD • Leveraged funds • Collaborative partners • Plans and goals • Reporting and data systems • Websites • Equipment and supplies • Faculty and staff • University resources 	Interdisciplinary Pre-service Preparation: Instructional program offered by the UCEDD that: (1) integrates knowledge and methods from two or more distinct disciplines; (2) integrates direct contributions to the field made by people with disabilities and family members; (3) examines and advances professional practice, scholarship and policy that impacts the lives of people with developmental and other disabilities and their families; (4) is designed to advance an individual's academic or professional credentials; and	<ul style="list-style-type: none"> • Number and type (discipline, intermediate, long-term) of UCEDD trainees trained in the DD field • Total number of UCEDD trainees • Number of UCEDD interdisciplinary training programs • Number of UCEDD discipline specific training programs • Regarding pre-service preparation trainings conducted outside the UCEDD: 	<ul style="list-style-type: none"> • Percent of UCEDD long-term trainees reporting an increase in knowledge or skills and/or change in attitude 	<ul style="list-style-type: none"> • Percent of UCEDD long term trainees who report they applied knowledge and skills one time or more • Yes/no question added to trainee follow-up survey (<i>Build in NIRS: new field in trainee survey</i>) • Percent of former UCEDD long-term trainees working in areas of high need¹ • Percent of individuals with DD receiving services from former UCEDD long-term trainees (measured at 2, 5, and 10 years) [<i>GPRA MEASURE</i>] • Percent of former UCEDD long-

¹DD Act Section 102 (32): Such as individuals from racial and ethnic minority backgrounds, disadvantaged individuals, individuals with limited English proficiency, individuals from underserved geographic areas (rural or urban), and specific groups of individuals within the population of individuals with developmental disabilities, including individuals who require assistive technology.

	(5) takes place in an academic setting or program. It may: lead to the award of an initial academic degree, professional certificate, or advanced academic credential; and (2) contribute to a discipline- specific course of study offered by the UCEDD or by another academic department.	<ul style="list-style-type: none"> • Number of training events • Number of hours for each training event • Number of students trained 		<p>term trainees in leadership positions (measured at 2, 5, and 10 years) <i>[GPRA MEASURE]</i></p> <ul style="list-style-type: none"> • Cumulative numbers for output & initial outcomes measures over all 5 years
	Continuing Education: Seminar(s) or courses of instruction offered by a UCEDD that: (1) serve to maintain professional credentials; (2) encourage professionals to expand their knowledge base and stay up-to-date on new developments; <u>and</u> (3) offer certificates of completion or CEUs (or their equivalents).	<ul style="list-style-type: none"> • Number of professionals participating in UCEDD continuing education programs • Number of UCEDD continuing education programs • Length (amount of course time) of CE program 		<ul style="list-style-type: none"> • Cumulative numbers for output & initial outcomes measures over all 5 years
Community Services				
<ul style="list-style-type: none"> • Consumer advisory committee input and perspective • Core grant funding from OIDD • Leveraged funds • Collaborative partners • Plans and goals • Reporting and data systems • Websites • Equipment and supplies 	Community Services- Training: Training provided by UCEDD faculty/staff to enhance knowledge of a variety of community members (individuals with developmental and other disabilities, their families, professionals, paraprofessionals, policy- makers, students or others in the community).	Number of people trained by participant type (e.g., individuals with D/OD, family members, Service providers, professionals, paraprofessionals, Policy makers, Community members Number of discrete training events and/or training series	For recipients of regular, on- going trainings, percent reporting an increase in knowledge gained: in area of emphasis OR in training topic in area of emphasis	Cumulative numbers for output & initial outcomes measures over all 5 years <i>(Build in NIRS: report for cumulative collected data)</i>
	Community Services- Technical Assistance: Direct problem-solving services provided by UCEDD faculty/staff to assist individuals with developmental	Number of hours of technical assistance provided in the areas of emphasis Number of hours of technical assistance per type of	For TA recipients with a sustained relationship with the UCEDD, percent reporting an increase in any of the	Impact statement(s) for at least one TA projects/activities over the 5 years. Impact statements briefly summarizes, in lay terms, the difference the project's

<ul style="list-style-type: none"> • Faculty and staff • University resources 	and other disabilities, families, programs, agencies, or other entities in improving their outcomes, services, management, and/or policies.	organization	identified or requested item(s) below: Enhanced resources Enhanced services Strengthened networking of public and private entities across communities Increased awareness of evidence-based practices Enhanced capacity to assess current practices in relation to evidenced-based approaches Identification of policy changes needed within the areas of emphasis	teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs. (Narrative) Cumulative numbers for output & initial outcomes measures over all 5 years
	Community Services- Model Services: (<i>optional core function</i>) Specialized services delivered with the intention to enhance the well-being and status of the recipient and not for testing new practices and may be integrated with training, research, and/or dissemination functions.	Number of specialized services offered by the UCEDD to enhance the well-being and status of the recipient	Number of individuals who received specialized services from the UCEDD to enhance the well-being and status of the recipient	<ul style="list-style-type: none"> • Impact statement(s) for at least one model service over the 5 years. Impact statements briefly summarizes, in lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs. (Narrative) • Cumulative numbers for output & initial outcomes measures over all 5 years
	Community Services- Demonstration Services (<i>optional core function</i>) Services	<ul style="list-style-type: none"> • Number of services offered solely by the UCEDD that are being 	UCEDD and/or partnering agency adopts findings from	<ul style="list-style-type: none"> • Impact statement(s) for at least one demonstration service over the 5 years.

	that field test promising or exemplary practices and may be integrated with training, research, and/or dissemination functions.	field-tested as promising or exemplary/best practices Number of services offered in partnership with others that are being field tested as promising or exemplary/best practices	field test to make at least one modification to the UCEDD services being field tested (Y/N)	Impact statements briefly summarizes, in lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs. (Narrative) <ul style="list-style-type: none"> Cumulative numbers for output & initial outcomes measures over all 5 years
Research				
<ul style="list-style-type: none"> Consumer advisory committee input and perspective Core grant funding from OIDD Leveraged funds Collaborative partners Plans and goals Reporting and data systems Websites Equipment and supplies Faculty and staff University resources 	Research Implementation of basic and applied research, program evaluation, and analysis of public policy on issues impacting individuals with developmental disabilities	Number of active research activities	UCEDD adopts research findings by modifying activities in the other core functions (Y/N)	<ul style="list-style-type: none"> Using specific case examples, describe at least one instances of UCEDD-generated research findings: <ul style="list-style-type: none"> Leading to changes in systems, practice, policy at any level (e.g., local, state, regional, tribal, territorial, national) Translated into practice and/or policy Leading to adoption of evidence-based practices Cumulative numbers for output & initial outcomes measures over all 5 years
Information Dissemination				
<ul style="list-style-type: none"> Consumer advisory 	Information Dissemination: Distribution of knowledge- based	<ul style="list-style-type: none"> Number of products 	<i>When product dissemination is</i>	<ul style="list-style-type: none"> Discuss how information dissemination plan, as

committee input and perspective <ul style="list-style-type: none"> • Core grant funding from OIDD • Leveraged funds • Collaborative partners • Plans and goals • Reporting and data systems • Websites • Equipment and supplies • Faculty and staff • University resources 	information through UCEDD developed products and activities	developed <ul style="list-style-type: none"> • Number of products disseminated Number of conferences and conference presentations 	<i>integrated into other core functions (e.g., model services, training, technical assistance, demonstration services), it will be assumed that the product is contributing to and being measured in the initial outcome.</i>	outlined in the 5-year application, was implemented over the 5 years. (Narrative) <ul style="list-style-type: none"> • Cumulative numbers for output & initial outcomes measures over all 5 years
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OIDD		
<ul style="list-style-type: none"> • FY Appropriations • Websites • Reporting and data systems • Staff • T/TA contractor 	<ul style="list-style-type: none"> • Monitor grantee performance • Report on grantee performance • Provide training and technical assistance to grantees 	<ul style="list-style-type: none"> • Number of UCEDDs that demonstrate compliance with the DD Act • Number of UCEDDs that submit a highly rated 5-year application