

**QRS Tier Two –Reviewer Evaluation Tool**  
**University Centers for Excellence in**  
**Developmental Disabilities**  
**Education, Research, and Service**  
**UCEDD - Core Grant Applications**

Application Number:	_____
Applicant's Name:	_____
Reviewer ID Number:	_____
Date of Review:	_____

<b>Application Score</b>		
1. Project Relevance & Current Need	_____	Maximum: 10 Points
2. Approach	_____	Maximum: 45 points
3. Budget	_____	Maximum: 10 points
4. Project Impact	_____	Maximum: 15 Points
5. Organization Capacity	_____	Maximum: 20 points
<b>Total:</b>	_____	<b>Maximum: 100 points</b>

The University Centers for Excellence in Developmental Disabilities, Education, Research, and Service applications are to be evaluated according to the criteria listed on the attached evaluation form. Written comments regarding the major strengths and/or weaknesses of the application are the foundation of this technical review.

**QRS Tier 2 Review Tool was Piloted with the FY2015 Applicants. The Panel Review was conducted on May 27,2015**

**PROJECT REVELANCE / CURRENT NEED - 10 points**

*Using the following values for each required item in this criterion, points will be awarded according to the extent to which the application for core funding describes a five-year plan for meeting the purpose of the DD Act that includes the following:*

Criteria	Points Awarded	Reviewer Observations
<p><b>Provides a portrait of the State needs and clearly identifies the need for assistance</b> based on relevant and current data, including that collected through planning studies. <b>(4 points)</b></p>		
<p>1. <b>Describes how the Consumer Advisory Committee,</b> individuals with developmental disabilities, family members, advocates, the State DD Council, the State Protection and Advocacy System, the other UCEDD (s) in the State, and representatives of State agencies <b>were consulted in the development of the application</b> and</p> <p>2. <b>Provides evidence that feedback from such representatives was utilized in developing the Project Approach,</b> including the goals and goal-related activities outlined in the five-year plan. <b>(3 points)</b></p>		

<p><b>Shows a direct relationship between the needs identified based on research and/or planning studies and feedback</b> from the Consumer Advisory Committee, individuals with developmental disabilities, family members, advocates, the State DD Council, the State Protection and Advocacy System, the other UCEDD (s) in the State, and representatives of State agencies and the goals and goal-related activities in the five-year plan. <b>(3 points) •</b></p>		
<p><b>PROJECT RELEVANCE- 10 points      TOTAL:</b></p>		

## APPROACH - 45 points

Using the following values for each required item in this criterion, points will be awarded according to the extent to which the application for core funding describes a five-year plan for meeting the purpose of the DD Act that includes the following:

Criteria	Points Awarded	Reviewer Observations
<p><b>Describes a five-year plan for meeting the purpose of the DD Act by</b></p> <ol style="list-style-type: none"><li>1. Outlining a projected measurable and attainable goal for one or more area(s) of emphasis (e.g., quality assurance, early intervention, health, employment, housing, transportation, and other services offered to individuals in a community, including formal and informal community supports, that affect their quality of life) for each core function, consistent with the mission of the UCEDD.</li><li>2. Provides quantitative projections of the accomplishments to be achieved for each core function or activity in such terms as the number of people to be served and the number of activities to be accomplished.</li><li>3. Provides chronological order of approach with target dates. <b>(3points)</b></li></ol>		

<p><b>Describes the extent to which, the UCEDD's goals, objectives and activities reflect interagency collaborations</b> and strategies to effect systemic change in the State and local communities and service systems. <b>(1 point)</b></p>		
<p><b>Describes how the five-year plan for the UCEDD complements and furthers the State DD Council five-year plan, the P&amp;A Statement of Goals and Priorities, and the five-year plan for the other UCEDD(s) in the State. (1 point)</b></p>		
<p><b>Describes how the infrastructure and resources obtained through funds made available under the grant will be utilized to leverage additional public and private funds to successfully achieve the projected goals developed in the five-year plan. (2 points)</b></p>		
<p><b>Describes how the UCEDD will carry out the Interdisciplinary Pre-service Preparation core function as an instructional program offered by the UCEDD that:</b></p> <ol style="list-style-type: none"> <li>1. Integrates knowledge and methods from two or more distinct disciplines;</li> <li>2. <b>Integrates direct contributions to the field made by people with disabilities and family members;</b></li> <li>3. Examines and advances professional practice, scholarship and policy that impacts the lives of people with developmental and other disabilities and their families;</li> <li>4. Is designed to advance an individual's academic or professional credentials;</li> <li>5. Takes place in an academic setting or</li> </ol>		

<p>program;</p> <ol style="list-style-type: none"> <li>6. Reflects a mix of students and faculty from diverse academic disciplines/academic programs (e.g., Audiology, Dentistry, Early Intervention, Early Childhood Special Education, Medicine, Nursing, Pediatrics, Psychology, etc. see Section IV.2. for a full listing of possible disciplines);</li> <li>7. Reflects a mix of cultures that reflect the diversity of the community; and</li> <li>8. May lead to the award of an initial academic degree, professional certificate, or advanced academic credential; and contribute to a discipline-specific course of study offered by the UCEDD or by another academic department. (3 points)</li> </ol>		
<p><b>Describes the Core curriculum for the Interdisciplinary Pre-service Preparation Instructional program which:</b></p> <ol style="list-style-type: none"> <li>1. Incorporates cultural diversity and demonstrates cultural competence;</li> <li>2. Prepares trainees to address the needs of individuals of developmental disabilities and their families in a culturally competent manner;</li> <li>3. Prepares trainees to be active participants in research and dissemination efforts; and Prepares trainees to be consumers of research as it informs practice and policy. (2 points)</li> </ol>		

<p><b>Demonstrates how efforts to recruit UCEDD trainees in disciplines related to developmental disabilities</b> in the areas of pre-service training, community training, practice, administration, policymaking <b>will focus on bringing larger numbers of racial and ethnic minorities into the disciplines in order to provide appropriate skills, knowledge, role models, and sufficient personnel to address the growing needs of an increasingly diverse population. (2 points)</b></p>		
<p><b>Describes a continuing education program that is comprised of seminar(s) or courses of instruction offered by a UCEDD that:</b></p> <ol style="list-style-type: none"> <li>1. Serve to maintain professional credentials;</li> <li>2. Encourage professionals to expand their knowledge base and stay up-to-date on new developments; and</li> <li>3. Offer certificates of completion or CEUs (or their equivalents). <b>(3 points)</b></li> </ol>		
<p><b>Describes active and meaningful roles of individuals with developmental disabilities and families in the Interdisciplinary Pre-service Preparation and Continuing Education formal training program.</b> Such roles may include serving as course instructors and developers of curriculum. <b>(2 points)</b></p>		
<p><b>Describes how the UCEDD participates in broader University academic programs that prepare personnel</b> in a wide range of social and community roles that will contribute to the accommodation and inclusion of individuals with developmental disabilities. <b>(1 point)</b></p>		

<p><b>Describes how Community Services offer innovative designs and methods that:</b></p> <ol style="list-style-type: none"> <li>1. Promote the inclusion and integration, productivity, and human rights of individuals with developmental disabilities and their families in all aspects of community life;</li> <li>2. Are integrated into the community setting and involves community members, agencies and other organizations;</li> <li>3. Addresses a local or universal need;</li> <li>4. Are based on evidence and can be replicated;</li> <li>5. <b>Will promote increased and meaningful opportunities for individuals with developmental disabilities from racial and ethnic minority backgrounds and their families to access and use community services, individualized supports, and other forms of assistance available to</b> other individuals with developmental disabilities and their families;</li> <li>6. Are designed so communities can be accessible to and responsive to the needs of individuals with developmental disabilities and their families and are enriched by full and active participation in community activities, and contributions by individuals with developmental disabilities and their families. <b>(5 points)</b></li> </ol>		
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<p><b>Describes Community Services Training and/or Technical Assistance (T/TA) activities that:</b></p> <ol style="list-style-type: none"> <li>1. Use capacity building strategies to strengthen the capability of communities, systems and service providers;</li> <li>2. Are planned collaboratively, including the participation of individuals with developmental disabilities and their families;</li> <li>3. <b>Address the unique needs of individuals with developmental disabilities and their families from diverse cultural, linguistic and ethnic backgrounds who reside within the geographic locale. (2 points)</b></li> </ol>		
<ul style="list-style-type: none"> <li>• <b>Describes how Community Services demonstration service activities address and provide evidence of an emerging, critical problem that reflects current trends or anticipated developments in the field.</b></li> <li>• <b>(1 point)</b></li> </ul>		
<p><b>Describes a Research program</b>, which may include basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect, either positively or negatively individuals with DD and their families.<b>(4 points)</b></p>		
<p><b>Describes how people with developmental disabilities and their families, including those from culturally and linguistically diverse groups, will be active participants in the research process</b> ensuring that these individuals and their families participate in the development, design and implementation of research activities, as well as the dissemination of research information. <b>(2points)</b></p>		

<p><b>Describes an Information Dissemination (ID) plan that:</b></p> <ol style="list-style-type: none"> <li>1. Includes strategies for translating research into practice for communicating and facilitating replication of best practices in state and out-of-state and to diverse audiences;</li> <li>2. Describes how the UCEDD serves as a resource for information for individuals with developmental disabilities and their family members, community members, State agencies, and other providers/ advocacy organizations;</li> <li>3. Provides for the development of a variety of products to promote public awareness and visibility of the UCEDD;</li> <li>4. Targets a range of audiences including: individuals with developmental disabilities, family members, service providers, policy makers, administrators, university faculty, researchers, and the general public;</li> <li>5. Will educate and disseminate information related to the purpose of the DD Act of 2000 to the legislature of the State in which the Center is located and to Members of Congress from the State; and</li> <li>6. Responds to community requests and utilizes a variety of networks. <b>(5 points)</b></li> </ol>		
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<p><b>Describes how the development and dissemination of UCEDD products and information</b></p> <ol style="list-style-type: none"> <li>1. Use the principles of universal design;</li> <li>2. <b>Are available in multiple accessible formats in a culturally competent manner;</b></li> <li>3. Utilize person first, person centered language; and</li> <li>4. Display positive images of individuals with developmental disabilities and their families in inclusive communities. <b>(4 points)</b></li> </ol>		
<p><b>APPROACH - 45 points</b> <b>TOTAL:</b></p>		

**BUDGET - 10 points**

*Using the following values for each required item in this criterion, points will be awarded according to the extent to which the application for core funding describes a five-year plan for meeting the purpose of the DD Act that includes the following:*

<b>Criteria</b>	<b>Points Awarded</b>	<b>Reviewer Observations</b>
<p><b>Provides a narrative budget justification that describes how the categorical costs are derived and discusses the necessity, reasonableness, and allocability of the proposed costs in relation to the administration or operation of the UCEDD program, including implementation of the four core functions and support of the CAC. (5points)</b></p>		
<p><b>Describes a budget that shows funds made available through the grant are being used to supplement, and not supplant, the funds that would otherwise be made available for activities related to interdisciplinary pre-service preparation, and continuing education, community services, research and information dissemination. (3 points)</b></p>		
<p><b>Provides a budget with line-item detail and detailed calculations for each budget object class identified on the Budget Information form; detailed calculations that include estimation methods, quantities, unit costs, and other similar quantitative detail sufficient for the calculation to be duplicated; a budget projection for each of the 5 years; a breakout by the funding sources identified in Block 18 of the SF-424. (2 points)</b></p>		
<p><b>BUDGET - 10 points _____ TOTAL:</b></p>		

## PROJECT IMPACT-EVALUATION - 15 points

Using the following values for each required item in this criterion, points will be awarded according to the extent to which the application for core funding describes a five-year plan for meeting the purpose of the DD Act that includes the following:

Criteria	Points Awarded	Reviewer Observations
<p><b>Describes a Logic Model for evaluating the extent to which goals for the UCEDD have been achieved</b> in a manner consistent with the objectives of the DD Act of 2000. (5 points)</p>		
<p><b>Explains the methodology that will be employed to gather data to:</b></p> <ol style="list-style-type: none"> <li>1. <b>Report annually, outcomes and results using the UCEDD Annual Report Template; and</b></li> <li>2. <b>Use the Logic Model to report five year outcomes.</b></li> </ol> <p><b>The methodology should include:</b></p> <ol style="list-style-type: none"> <li>1. Use of quantitative and qualitative techniques to determine if the needs identified and discussed are being met; and</li> <li>2. if the UCEDD results and benefits are being achieved. (5points)</li> </ol>		

<p><b>Describes how the UCEDD utilizes innovative methods</b>, including the active participation of diverse individuals with intellectual and developmental disabilities, families and other consumers of UCEDD programs and services to evaluate its programs. <b>(1 point)</b></p>		
<p><b>Describes how the CAC will review and comment on the progress of the Center to determine whether the UCEDD is carrying out the five-year plan</b> in a manner consistent with the work plan presented. <b>(4 points)</b></p>		
<p><b>PROJECT IMPACT- 15 points    TOTAL:</b></p>		

## ORGANIZATION CAPACITY 20 points

Using the following values for each required item in this criterion, points will be awarded according to the extent to which the application for core funding describes a five-year plan for meeting the purpose of the DD Act that includes the following:

Criteria	Points Awarded	Reviewer Observations
<p><b>The UCEDD's mission reflects a commitment to:</b></p> <ol style="list-style-type: none"> <li>1. Ensuring that individuals with developmental disabilities achieve outcomes consistent with the DD Act;</li> <li>2. Supporting families, service agencies and the larger community;</li> <li>3. Promoting culturally competent attitudes and practice;</li> <li>4. Its unique role as a bridge between university programs;</li> <li>5. Promoting the goals of the university or indicates a relationship to training and the development of new knowledge and service. (3 points)</li> </ol>		
<p><b>Describes the extent to which, the UCEDD's programs:</b></p> <ol style="list-style-type: none"> <li>1. Reflect a life span and interdisciplinary approach;</li> <li>2. Reflect the active participation of individuals with developmental</li> </ol>		

<p>disabilities and their families;</p> <p>3. Address the needs of individuals with developmental disabilities, including: individuals with developmental disabilities, who are culturally diverse, unserved or underserved; in institutions or on waiting lists. (3 points)</p>		
<p><b>Provides documentation that the UCEDD has a written agreement,(MOU) or charter with the University which specifies the:</b></p> <ol style="list-style-type: none"> <li>1. UCEDD designation as an official, independent university component;</li> <li>2. The relationships between the UCEDD and other university components;</li> <li>3. The University's commitment (including financial and other resources) to the UCEDD; and the UCEDD's commitment to the university; and</li> <li>4. That the UCEDD Director reports directly to a University administrator who will represent the interests of the UCEDD within the University. (3 points)</li> </ol>		
<p><b>Describes an organizational structure of the UCEDD which provides evidence that the Center is an</b> interdisciplinary education, research, and public service unit of a university or public or a non-profit entity associated with a university that engages in four core functions and addresses directly or indirectly, one or more areas of emphasis. (1 point)</p>		



<p><b>Demonstrates the ability of the UCEDD to leverage resources and has a long-range planning capability</b> to enable the UCEDD to respond to emergent and future developments in the field. <b>(1point)</b></p>		
<p><b>Describes how the applicant does or will employ individuals with developmental disabilities, their family members, and individuals from culturally and linguistically diverse backgrounds. (1 point)</b></p>		
<p><b>Describes the qualifications of the UCEDD director with:</b></p> <ol style="list-style-type: none"> <li>1. Appropriate academic credentials,</li> <li>2. Demonstrated leadership,</li> <li>3. Expertise,</li> <li>4. Commitment to the field of developmental disabilities,</li> <li>5. Significant experience in managing grants and contracts,</li> <li>6. The ability to leverage public and private funds,</li> <li>7. Vision to carry out the UCEDD mission.</li> </ol> <p><b>(2 points)</b></p>		
<p><b>Describes the qualifications of the faculty and staff assigned to the UCEDD grant.</b> Explains how the UCEDD will maintain the faculty and staff necessary to support the functions and purposes of the UCEDD and allocate adequate staff time to carry out activities related to each of the four core functions. <b>(2 points)</b></p>		
<p><b>Describes how the UCEDD will maintain a Consumer Advisory Committee, the majority of</b></p>		

<p><b>which shall be individuals with developmental disabilities and family members of such individuals;</b> includes representatives of the DD Council, Protection and Advocacy System (P&amp;A) other UCEDD(s) in the State (as appropriate); <b>and a self-advocacy organization that reflects the racial and ethnic diversity of the State. (2 Points)</b></p>		
<p>Describes how the UCEDD engages in collaborative relationships with the DD Network partners (the State Developmental Disabilities Council, the Protection and Advocacy System, and the other UCEDD[s]) and identifies and delineates the UCEDD's role and involvement with the DD Network partners. <b>(1 point)</b></p>		
<p>Describes how the UCEDD actively participates in community networks and includes a range of collaborating partners. <b>(1 point)</b></p>		
<p><b>ORGANIZATION CAPACITY 20 points</b> <b>TOTAL:</b></p>		

**REVIEWER'S GENERAL COMMENTS:**