

**AIDD - University Centers for Excellence in Developmental Disabilities**

**FINAL LOGIC MODEL JULY 2011 – Revised May 2012**

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

- Ethnic, racial, cultural, and linguistic diversity are acknowledged and respected as contributors to personal preference, life experience, and culture of individuals with disabilities and their families
- Practices respect the individual’s and family’s culture, language, and traditions
- 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 cultural 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 cultural 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** reflect the incorporation of the principles of inclusion, self determination, cultural competency, social justice, and evidence-based practice; **Outputs** and **Outcomes** reflect their application.

<b>INPUTS</b> Resources used to support activities	<b>ACTIVITIES</b> Processes; what the program does	<b>OUTPUT MEASURES</b> Products of activities; services delivered as measured by count or other data.  <i>Reported annually</i>	<b>INITIAL OUTCOMES MEASURES</b> 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>	<b>INTERMEDIATE OUTCOMES MEASURES</b> Desired changes or improvements in targeted behaviors and/or system performance. <i>Reported every 5 years*</i>
<b>UCEDD</b>				
<ul style="list-style-type: none"> <li>• Core grant funding from AIDD</li> <li>• Funding/ resources from University</li> </ul>	<b>Leveraging</b> Efforts to leverage funds for carrying out the core functions (proposal writing and submission, partnership development)	<ul style="list-style-type: none"> <li>• Number of grants and contracts and other funds leveraged</li> <li>• Total amount of funds leveraged</li> <li>• Source of funding (e.g., federal, state, local, other)</li> </ul>		

\* GPRA outcome measure is reporting annually

INPUTS	ACTIVITIES	OUTPUT MEASURES <i>Reported annually</i>	INITIAL OUTCOMES MEASURES <i>Reported annually</i>	INTERMEDIATE OUTCOMES MEASURES <i>Reported every 5 years*</i>
<ul style="list-style-type: none"> <li>• Consumer advisory committee input and perspective</li> <li>• Core grant funding from AIDD</li> <li>• Leveraged funds</li> <li>• Collaborative partners</li> <li>• Plans and goals</li> <li>• Reporting and data systems</li> <li>• Websites</li> <li>• Equipment and supplies</li> <li>• Faculty and staff</li> <li>• University resources</li> </ul>	<p><b>Interdisciplinary Pre-service Preparation</b> 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 (5) takes place in an academic setting or program. It may: (1) 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.</p>	<ul style="list-style-type: none"> <li>• Number and type (discipline, intermediate, long-term) of UCEDD trainees trained in the DD field</li> <li>• Total number of UCEDD trainees</li> <li>• Number of UCEDD interdisciplinary training programs</li> <li>• Number of UCEDD discipline specific training programs</li> <li>• Diversity of UCEDD trainees (e.g., gender, person w/disability, family member, race/culture/language spoken)</li> <li>• Regarding pre-service preparation trainings conducted outside the UCEDD: <ul style="list-style-type: none"> <li>• Number of training events</li> <li>• Number of hours for each training event</li> <li>• Number of students trained</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Percent of UCEDD long-term trainees reporting an increase in knowledge or skills and/or change in attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of UCEDD long term trainees who report they applied knowledge, attitude and skills</li> <li>• Percent of former UCEDD long-term trainees working in areas of high need (e.g., rural/frontier communities, traditionally under-served groups)</li> <li>• Percent of former UCEDD long-term trainees working in tenure and non-tenure track academic positions</li> <li>• Percent of individuals with DD receiving services from former UCEDD long-term trainees (measured at 1, 5, and 10 years) [GPRA MEASURE]</li> <li>• Percent of former UCEDD long-term trainees in leadership positions (measured at 1, 5, and 10 years) [GPRA MEASURE]</li> </ul>
	<b>Continuing Education:</b>	<ul style="list-style-type: none"> <li>• Number of professionals</li> </ul>		

\* GPRA outcome measure is reporting annually

INPUTS	ACTIVITIES	OUTPUT MEASURES <i>Reported annually</i>	INITIAL OUTCOMES MEASURES <i>Reported annually</i>	INTERMEDIATE OUTCOMES MEASURES <i>Reported every 5 years*</i>
	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).	participating in UCEDD continuing education programs <ul style="list-style-type: none"> <li>• Number of UCEDD continuing education programs</li> <li>• Length (amount of course time) of CE program</li> </ul>		
<ul style="list-style-type: none"> <li>• Consumer advisory committee input and perspective</li> <li>• Core grant funding from AIDD</li> <li>• Leveraged funds</li> <li>• Collaborative partners</li> <li>• Plans and goals</li> <li>• Reporting and data systems</li> <li>• Websites</li> <li>• Equipment and supplies</li> <li>• Faculty and staff</li> <li>• University resources</li> </ul>	<b>Community Services-Training</b> 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).	<ul style="list-style-type: none"> <li>• Number of people trained by participant type (e.g., individuals with D/OD, family members, Service providers, professionals, paraprofessionals, Policy makers, Community members</li> <li>• Number of discrete training events and/or training series</li> </ul>	For recipients of regular, on-going trainings, percent reporting an increase in knowledge gained: <ul style="list-style-type: none"> <li>• in area of emphasis OR</li> <li>• in training topic in area of emphasis</li> </ul>	Percent of recipients of regular, on-going training who apply acquired knowledge, attitude, and skills
	<b>Community Services-Technical Assistance</b> Direct problem-solving services provided by UCEDD faculty/staff to assist individuals with developmental and other disabilities, families, programs, agencies, or other entities in improving their outcomes, services, management, and/or policies.	<ul style="list-style-type: none"> <li>• Number of hours of technical assistance provided in the areas of emphasis</li> <li>• Number of hours of technical assistance per type of organization</li> </ul>	For TA recipients with a sustained relationship with the UCEDD, percent reporting an increase in any of the identified or requested item(s) below: <ul style="list-style-type: none"> <li>• Enhanced resources</li> <li>• Enhanced services</li> <li>• Strengthened networking of public and private entities across communities</li> <li>• Increased awareness of</li> </ul>	For TA recipients with a sustained relationship with the UCEDD, percent reporting an increased capacity in: <ul style="list-style-type: none"> <li>• utilization of expanded resources,</li> <li>• development of community networks,</li> <li>• adoption of evidence-based practices,</li> <li>• development of disability policy at any level (e.g., local, state, regional, tribal, territorial,</li> </ul>

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			evidence-based practices <ul style="list-style-type: none"> <li>Enhanced capacity to assess current practices in relation to evidenced-based approaches</li> <li>Identification of policy changes needed within the areas of emphasis</li> </ul>	national)
<ul style="list-style-type: none"> <li>Consumer advisory committee input and perspective</li> <li>Core grant funding from AIDD</li> <li>Leveraged funds</li> <li>Collaborative partners</li> <li>Plans and goals</li> <li>Reporting and data systems</li> <li>Websites</li> <li>Equipment and supplies</li> <li>Faculty and staff</li> <li>University resources</li> </ul>	<p><b>Community Services-Model Services (formerly Direct Services)</b> 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.</p> <p><b>Community Services-Demonstration Services (formerly Model Demonstration Services)</b> Services that field test promising or exemplary practices and may be integrated with training, research, and/or dissemination functions.</p>	<ul style="list-style-type: none"> <li>Number of specialized services offered by the UCEDD to enhance the well-being and status of the recipient</li> <li>Number of services offered solely by the UCEDD that are being field tested as promising or exemplary/best practices</li> <li>Number of services offered in partnership with others that are being field tested as promising or exemplary/best practices</li> </ul>	<p>Number of individuals who received specialized services from the UCEDD to enhance the well-being and status of the recipient</p> <p>UCEDD and/or partnering agency adopts findings from field test to make at least one modification to the UCEDD services being field tested (Y/N)</p>	<p>For at least one model service, the reported increase in the capacity of individuals with D/OD and family members to (fill in blank based on area of emphasis/service)</p> <p>Optional measures if outcome is the intent of the field testing:</p> <ul style="list-style-type: none"> <li>Changes in systems, practice, policy occur at any level (e.g., local, state, regional, tribal, territorial, national)</li> <li>Individuals with D/OD prevent or ameliorate secondary conditions</li> <li>Increased use of preventative services and maintenance of health status by individuals with D/OD</li> <li>More individuals with D/OD receive chosen supports and services within the areas of emphasis</li> </ul>

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<ul style="list-style-type: none"> <li>• Consumer advisory committee input and perspective</li> <li>• Core grant funding from AIDD</li> <li>• Leveraged funds</li> <li>• Collaborative partners</li> <li>• Plans and goals</li> <li>• Reporting and data systems</li> <li>• Websites</li> <li>• Equipment and supplies</li> <li>• Faculty and staff</li> <li>• University resources</li> </ul>	<p><b>Research</b> Implementation of basic and applied research, program evaluation, and analysis of public policy on issues impacting individuals with developmental disabilities</p>	<p>Number of active research activities</p>	<p>UCEDD adopts research findings by modifying activities in the other core functions (Y/N)</p>	<p>Number of citations in literature to indicate that research findings are confirmed and used to inform new research</p> <p>Using <b><i>specific case examples</i></b>, instances of UCEDD-generated research findings:</p> <ul style="list-style-type: none"> <li>• Leading to changes in systems, practice, policy at any level (e.g., local, state, regional, tribal, territorial, national)</li> <li>• Translated into practice and/or policy</li> <li>• Leading to adoption of evidence-based practices</li> </ul>
	<p><b>Information Dissemination</b> Distribution of knowledge-based information through UCEDD developed products and activities</p>	<ul style="list-style-type: none"> <li>• Number of products developed</li> <li>• Number of products disseminated</li> <li>• Number of conferences and conference presentations</li> </ul>	<p><i>When product dissemination is 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></p> <p><i>Outcomes for products disseminated generally will not be measured for initial outcomes. It is not feasible.</i></p>	<p><i>When product dissemination is 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 intermediate outcome.</i></p> <p><i>Outcomes for products disseminated generally will not be measured for intermediate outcomes. It is not feasible.</i></p>
<b>AIDD</b>				
<ul style="list-style-type: none"> <li>• FY Appropriations</li> <li>• Websites</li> <li>• Reporting and data systems</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor grantee performance</li> <li>• Report on grantee performance</li> <li>• Provide training and technical assistance to</li> </ul>	<ul style="list-style-type: none"> <li>• Number of UCEDDs that demonstrate compliance with the DD Act</li> <li>• Number of UCEDDs that submit a highly rated 5-year application</li> </ul>		

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<ul style="list-style-type: none"> <li>T/TA contractor</li> </ul>	grantees			

## Definitions in UCEDD Logic Model FINAL 2014

Measurement Term	Proposed Definition
Interdisciplinary Pre-service Preparation	<p>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 (5) takes place in an academic setting or program.</p> <p>It may: (1) 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.</p>
Type of trainee	Intermediate-term and long-term
Intermediate-term trainee	Trainees with 40 or more but less than 300 contact hours with the training program.
Long-term trainee	Trainees with 300 or more contact hours with the training program.
UCEDD trainee	Intermediate- and long-term trainees that are participating in a UCEDD interdisciplinary or discipline specific training program.
UCEDD discipline specific training	Instructional program offered by the UCEDD that: (1) focuses on a particular professional discipline or distinct field of study; (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 (5) takes place in an academic setting or program.
Pre-service preparation training(s) conducted outside the UCEDD	UCEDD faculty teaching guest lecture(s) and course(s) of study in academic programs outside of the UCEDD training programs with the purpose of providing disability-related content.
Professionals participating in UCEDD continuing education programs	A practitioner engaged in a particular profession enrolled in a UCEDD continuing education program.
UCEDD 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).
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).
Regular, on-going training	Trainings that are 1) conducted with a cohort of participants over a series of sessions and/or 2) one-time trainings that reoccur with regular frequency
Community Services-Technical Assistance	Direct problem-solving services provided by UCEDD faculty/staff to assist programs, agencies, or other entities in improving their outcomes, services, management, and/or policies. This includes TA provided to self-advocacy organizations, family support groups, and other organizations. Examples of improvements include but are not limited to: <ul style="list-style-type: none"> <li>• Enhanced resources</li> <li>• Enhanced services</li> <li>• Strengthened networking of public and private entities across communities</li> <li>• Increased awareness of evidence-based practices</li> <li>• Enhanced capacity to assess current practices in relation to evidence-based approaches</li> <li>• Identification of policy changes needed within the area of emphasis</li> </ul>
Community Services-Model Services ( <i>formerly Direct Services</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. This includes direct problem-solving services to assist individuals with developmental and other disabilities and their families.
Community Services-Demonstration Services ( <i>formerly Model Demonstration Services</i> )	Services that field test promising or exemplary practices and may be integrated with training, research, and/or dissemination functions.
Research	Implementation of basic and applied research, program evaluation, and analysis of public policy on issues impacting individuals with developmental disabilities
Field test	A test to examine a promising or exemplary service technique or method using the conditions under which it is designed to operate (can be thought of as applied research)
Evaluation	Assess the merits of a product, program, or practice. The application of results is at a given site or sites and this is the primary focus of the evaluation. Evaluation results aid in decision making in a specific situation.
Basic research	Purpose is to extend knowledge by adding to the existing body of knowledge in the discipline. Such research has a more general orientation.
Applied research	Purpose it to solve an immediate, practical problem. Such

	research is oriented to a particular problem.
Analysis of public policy	A process that usually begins with problem definition, yields alternatives, and makes recommendations.
Information Dissemination	Distribution of knowledge-based information through UCEDD developed products and activities
Participant types	
Trainees	Long, intermediate, and short-term trainees.
Classroom students	Students who are not trainees. Examples include high school students, college students, and other students who participate in Center activities but are not counted as trainees.
Professionals & paraprofessionals	
Family members/caregivers	
Adults with Disabilities	
Children/Adolescents with Disabilities/SHCN	
Legislators/ Policymakers	
General Public/Community members	