Tab 0 - Sample On-Site Meeting Schedule

MONDAY

MORNING/AFTERNOON	MTARS Team members travel to site If time allots, the MTARS Team will conduct initial meetings and/or interviews with grantees
5:00 – 6:00 p.m.	MTARS Team Meeting

TUESDAY

TIME	DD COUNCIL	P&A	UCEDD
9:00	Overview/orientation to Council	Overview/orientation to the Center	Overview/Orientation to UCEDD and Programmatic Activities
10:00	Interview with Executive Director	Interview with the Executive Director	Overview of Training Program and Interview with Trainees
11:00	Interview with Council Chair	Interview with Board Chair	
12:00	LUNCH	LUNCH	LUNCH
1:00	Interview with Council members: self-advocate members parent members state agency members	Interview with P&A Board	Community Services Overview
2:00		Case File Review	Visit Community Service Projects
3:00			
4:00 – 6:00	**4:00 – 6:00** **Public Forum on DD Network Programs, if not held before the site visit**		

WEDNESDAY

TIME	D COUNCIL	P&A	UCEDD
9:00	Interview with Council staff	Management Interview	Research Overview
10:00	Interview with Council staff		
11:00	Grantee presentation	Interview with Legal Team	Information Dissemination Overview
12:00	LUNCH	LUNCH	LUNCH
1:00	Grantee presentation	Interview with DSA	Interview with Community Partners

2:00	Grantee presentation	Client Interviews	Evaluation and Reporting
3:00	Interview with designated state agency or Governor's liaison		Interview with University Leadership
4:00	Team meeting	Team Meeting	Team Meeting

THURSDAY

TIME	DD COUNCIL	P&A	UCEDD
9:00	Meeting with Executive Director and Chair to discuss preliminary findings.	Meeting with Executive Director to discuss preliminary findings.	Meeting with Executive Director to discuss preliminary findings.
10:00			
11:00	Provision of technical assistance	Provision of technical assistance	Provision of technical assistance
12:00	LUNCH	LUNCH	LUNCH
1:00 – 3:00	MTARS Team Meet to prepare for Exit Meeting (come up with summative comments, write notes, recommendations, etc.)	MTARS Team Meet to prepare for Exit Meeting (come up with summative comments, write notes, recommendations)	MTARS Team Meet to prepare for Exit Meeting (come up with summative comments, write notes, recommendations)
4:00	**4:00 – 4:30** **MTARS Team Meeting to discuss Network collaboration and prepare for Exit Meeting**		

FRIDAY

9:00 a.m. – 11:00 a.m.	**EXIT MEETING**

Tab P – Joint Exit Meeting Report Format

1. COLLABORATION	
Strengths	Areas for Improvement
Recommendations	Best practices

2. ORGANIZATIONAL ADMINISTRATION	
Strengths	Areas for Improvement
Recommendations	Best practices

3. MEMBERSHIP/CAC	
Strengths	Areas for Improvement
Recommendations	Best practices

4. PROGRAM ADMINISTRATION

Strengths	Areas for Improvement
Recommendations	Best practices

5. EVALUATION AND REPORTS	
Strengths	Areas for Improvement
Recommendations	Best practices

6. FISCAL	
Strengths	Areas for Improvement
Recommendations	Best practices

7. DESIGNATED STATE AGENCY (For DD Councils only)	
Strengths	Areas for Improvement
Recommendations	Best practices

Tab Q – Public Forum Checklist

_____ Multiple sites have been identified

_____ Accessible meeting space has been secured at the various sites (visit the Access Board website for resources related to accessibility http://www.access-board.gov/adaag/checklist/a16.html)

_____ The requirements for the room set-up have been confirmed with the sites

Site room set up:

o Head table for the MTARS Team Members that is accessible (e.g., ramp for wheelchair)

o The building accessible

o The room is accessible

_____ At least one conference call line has been set up for the public forum

_____ A sign language interpreter has been scheduled

_____ A note taker has been identified

Name of note taker_____

_____ A back-up note taker has been identified

Name of back up note taker_____

_____ Three-minute timers have been identified at each site

Name of time keeper_____

Name of time keeper_____

Name of time keeper_____

Name of time keeper_____

_____ Public Forum notice has been approved by MTARS Team Coordinator

_____ Public Forum notice is available in English and Spanish

_____ Public Forum notice has been disseminated through multiple outlets

_____ Participants have signed up in advance to speak

Tab R – Interview Tips

The most important component of interviewing is developing a positive relationship with the speaker. This is accomplished by listening to what the speaker is saying.

Give the speaker your undivided attention:

- Maintain eye contact
- Keep a positive attitude
- Don't lean back in the chair
- Don't fidget
- Don't prop head up with hands
- Don't chew on a pencil or obviously chew gum
- Don't eat (if necessary, ask permission first)

Participate through non-verbal feedback:

- Nod the head
- Lean forward
- Make appropriate gestures
- Smile

Participate through verbal feedback:

- Use verbal affirmation (yes, I understand, really, wow)
- Ask questions that allow the speaker to elaborate
- Clarify what was heard (so what you are saying is…, I heard you say…)
- Summarize what was heard (so you feel that…)

Be professional:

- Tolerate bad habits or technique of the speaker
- Judge the message and content, not the personal traits of the speaker
- Avoid generalizations (watch your perspective!)
- Control your own emotions
- Be objective
- Be sensitive to differences
- Ask if the speaker is comfortable
- Hold off judgment of the message until all the information has been presented

In advance of the interviews, determine if any of the speakers require accommodations:

- If the speaker uses sign, make sure there is an interpreter
- If the person uses a chair, make sure there is room at the table

- If the person is visually challenged, make sure that any written materials you might be using are available in alternative format
- Allow the speaker to bring a companion
- Allow extra time for a speaker with a speech impairment so you aren't rushing them through their interview.

In advance of the interviews, determine if English is a second language and if an interpreter is required:

- Ask the interpreter for guidance in the cultural norms of the speaker related to interview techniques.
- Check with interpreter about understanding of key concepts that may not have direct translation such as advocacy

Explain the time frame at the beginning of the interview:

- Make sure the speaker knows that time is limited
- Provide the speaker at least five minutes notice before ending the interview. This will allow the speaker an opportunity to summarize their message or make what is left of their points

Ask open-ended questions:

- Don't be afraid of silence; allow the speaker to think or gather their thoughts. However, don't be afraid to prompt the speaker if they are having trouble.

The closing of the interview is as important as the opening. Interviews should not come to an abrupt end. Never give the impression that there is no further interest in the interviewee once you have what you want. Thank the person for their time and work. Do not stop listening until the person leaves, because sometimes a person will relax after the interview and may provide additional information.

Explain to the interviewee what they can expect to happen next in the review process. Tell the person how long it will take to hear from the Team regarding their findings, and how they can reach you if they wish to provide more information. In your notes, write down any promise you make to the person, and be sure to follow through on these commitments. Reliability will increase trust and the Review Team's credibility.

Sample Council Questions

Governance - reviewers should look for State Council independence in implementing its activities without DSA or other interference. The DSA should provide fiscal and other services and support.

Where is the State Council located organizationally in State government? (Request an organizational chart and copies of legislation or executive order establishing the State Council.)

Is the State Council located at a level that enables it to work effectively with other agencies of the State government?

What agency is the DSA? What officials(s) of the DSA have responsibilities related to the State Council?

Describe any other roles or responsibilities that the DSA might have with respect to the State Council.

Is there a memorandum of understanding outlining the roles and responsibilities of the DSA? Please obtain a copy if it exists.

Describe the State Council's organizational structure. Include information on any committees.

How frequently does the State Council review the DSA with respect to the Council and DSA activities?

Have recommendations for change been made to the Governor? If so, explain.

State Council membership and activities — 60% or more of the State Council membership should be representatives of individuals with developmental disabilities; the remainder should be representative of agencies and organizations. Reviewers should look for evidence of timely appointment, rotation of members, application of the Federal definition of developmental disabilities, and good relationships among and between Council members and staff.

How many members serve on the State Council?

Are at least 60% of the State Council individuals who have developmental disabilities, parents or guardians of children with developmental disabilities?

Based on the Council's composition, does the membership reflect the State's cultural, ethnic and racial diversity?

Do consumer members of the State Council meet the Federal definition of developmental disabilities?

How many members represent agencies and organizations? What are those agencies and organizations?

Describe the Governor's appointment process?

Are there any long-standing vacancies that have not been filled?

What is the process for assuring rotation?

What role does the State Council play with regard to membership appointments?

Do you have any concerns regarding the appointment process?

Does the State Council have a clear Conflict of Interest Policy?

How are members with developmental disabilities involved in State Council activities?

Discuss how other members (parents, agency reps, volunteers, etc.) are involved in State Council activities.

What is the role of the P&A and University Centers on the State Council?

Does the State Council have an executive committee? Are the members selected or appointed to this committee? Who are the members of the Executive Committee and what is its function?

Does the State Council operate through a system of committees? If yes, describe. If no, explain.
Are there any operating policies and procedures for the committees of the Council? Do they address the following (obtain a copy):

Frequency of meetings
Responsibilities of the committees
Reimbursement of committee members
Selection, term limits and rotation requirements for committee members
Selection process for committee chairs
Staff support for the committees

Relationship to the Executive Committee of the State Council

How frequently does the full State Council meet?

The following are questions specific to State Council members — reviewers should look for knowledgeable members who are active and committed to the efforts of the State Council.

How did you learn about the Council and become a member of the Council? How long have you been a member? (Determine the date of appointment, reappointment, and end of term.)

What information about the Council or developmental disabilities did you receive when you joined the State Council?

What is your role on the State Council? Have you been, or are you currently, a committee member? Are you on the Executive Committee? Do you have other responsibilities?

What is your primary responsibility as a State Council member?

What does the Executive Committee do? If you are not on the Executive Committee, how are you informed about what they do?

How are you involved in the State Council planning process? The budget process? Grants and contracts?

How do State Council staff keep you and other members informed of trends, best practices, emerging issues, and important events?

How does the State Council deal with conflicts of interest?
What State Council activities are you most proud of (greatest achievement, most important activity, etc.)?

What, if any, are the State Council's most significant weaknesses? How are they being addressed?

Council responsibilities — reviewers should look for State Council involvement in these and similar activities: outreach; training; community support; interagency collaboration and coordination; coordination with related councils, committees, and programs; barrier elimination and systems design and citizen participation; public education and coalition development; informing policymakers; prevention; and other systemic change- capacity building, and advocacy activities designed to expand and enhance the independence, productivity, and integration and inclusion of individuals with developmental disabilities throughout the State .

What is the philosophy of the State Council? Has a mission or vision statement been developed? (If so, request a copy.)

What is the State Council's purpose and role in the State?

Describe the State Council's planning process, including examination of priority areas, needs assessment, and State Plan development.

What are the State Council's current priorities?

How do you determine what should be included in the State Plan?

How does the State Plan address the planning, design or monitoring of the quality of services the State provides individuals with developmental disabilities?

Describe some of the systemic change, advocacy, and capacity building activities currently underway or planned this year.

How often does the State Council monitor the State Plan? Describe the process.

Describe the way(s) in which the State Council implements the State Plan. What percentage is through direct staff activities? State Council funded projects? Other mechanisms?

How do you know if the State Plan is effective? How do you measure its outcomes?

Is the State Plan effective in responding to the needs and concerns of individuals with developmental disabilities and their families?

What is the State Council's process for developing its annual budget? Is this done in conjunction with the State Plan development?

Does the State Council collaborate and coordinate with the P&A and University Centers? Describe.

What mechanism does the State Council use to obtain public input/comment on the State Plan?

Council Staff - reviewers should look for staff knowledge and experience; relationships with State Council members and other staff; workload and source of assignments; supervisory lines and whether or not there is any confusion about who is making assignments; hiring and firing procedures, etc.

Does the Council have an up-to-date organizational chart that depicts clear lines of responsibilities and decision making? Please provide.

Is professional staff qualified according to accepted standards of their respective professions?

Does the staff reflect the State's ethnic and racial diversity? Explain.

Does the agency have clear job descriptions for each position in the agency, outlining qualifications, responsibilities, accountability and conditions for employment?

Do all employees have annual performance reviews that include: performance standards, periodic rating, and bases for any pay increases including merit and career development?

Does the agency have a written disciplinary process that includes procedures to be followed and documentation protocol?

How are staff assignments made?

Who supervises the Executive Director? What role, if any, does the Chairperson play in this process? The DSA?

What is the process for hiring staff? What role does the DSA have in hiring or other personnel matters?

Describe the relationship between State Council and staff.

Describe impediments to State Council activity when there are State financial crises or cutbacks (e.g., hiring freezes, training or travel limitations, restrictions on obtaining and maintaining equipment, materials, supplies, or services.)

 Does the State Council have any personnel problems that should be addressed?

Designated State Agency - reviewers should focus on the DSA's designated status; its roles, relationship and responsibilities, and services and supports provided to assist the state Council in carrying out its mission.

What authority (e.g., Governor's executive order, State legislation, etc.) establishes the current State agency designation? On what date? Request a copy.

What type of agency is the DSA? Does the DSA provide services to individuals with developmental disabilities?

Describe the State Council's periodic review of the current designation.

Has the State Council considered, recommended or requested that the Governor change the current State agency designation? If so, why? What was the response from the Governor?

What is the relationship between the State Council and the DSA? (If the State Council is not its own administering agency.)

What is the role of the DSA in relationship to the State Council?

Describe the support services the DSA provides the State Council. Do you provide fiscal services or support? Does the State Council have immediate access to its records and financial reports? What assistance do you provide the State Council with assurances, etc.?

Is there a Memorandum of Understanding or other formal agreement describing DSA's services and support to the State Council? Request a copy.

How does the DSA interact with the State Council with regard to the State Plan? Provide examples of how the DSA assists the State Council in carrying out its mission and implementation of the State Plan and budget.

What is the DSA's relationship to the Executive Director and staff? Does the DSA have any role in addressing personnel issues? Are there any personnel issues?

What role does the DSA have in hiring or firing the Executive Director?

What role does the DSA take with regard to the State Council's Request for Proposal (RFP) and grants and contracts award process?

State Council grants and contracts - reviewers should evaluate the State Council's process for monitoring projects it funds. This may happen through reviewing project documentation or interviewing project staff. The review team may interview project personnel and, if appropriate, beneficiaries of project activities. If an on-site visit is made to a project then a Review Team members must examine project records such as personnel records and policies, fiscal records, and data collection procedures. Sample interview questions include:

What is the purpose of the project? What are its goals and projected impact?

How did your agency determine the need for such a project/service?

How did you learn of possible funding from the State Council?

What was the application process? (Request a description or copy of the RFP.)

Describe your budget and program planning process for this project.

How many clients are you serving? How are they referred to your agency?

How do you plan to sustain this project after State Council funds are ended?

What kind of reports are you required to submit to the State Council?

Are you having any problems in implementing this project? Is the State Council aware of these issues? What kind of support do they offer you?

Does the State Council handle your requests for payment in a timely manner? What is the process?

Sample Protection and Advocacy System Questions

Authority and Independence — reviewers should look for P&A independence in pursuing legal and other appropriate measures on behalf of clients with developmental disabilities without State or other interference.

Is the P&A independent of State government in its action and authority? Request examples.

If the P&A is housed in state government, where is it located in the administrative structure of the State?

What procedures and mechanisms are used to preserve the P&A system's independent authority?

How can the P&A strengthen its independence?

Describe impediments to possible P&A actions against other government agencies.

If the P&A is housed in state government, describe impediments to P&A activity when there is a State financial crisis or cutbacks (e.g., hiring freezes, training limitations, restrictions on obtaining and maintaining equipment, materials and supplies and services.)

What is the relationship of the P&A to the Office of the Governor? Please describe.

How does the P&A exercise its independent authority to pursue legal remedies either for individuals or through class action litigation? Please describe.

Does the system have the ability to investigate incidents of abuse and neglect of individuals with developmental disabilities?

What is the current caseload using litigation as a strategy?

Have P&A legal activities and advocacy placed the P&A's independent authority in any jeopardy or caused any problems?

What is the current caseload that uses administrative remedies as a strategy?

What other appropriate remedies are frequently used by the P&A?

Describe any formal or informal links to service providing agencies on the P&A governing authority.

Has the P&A experienced any barriers to accessing clients, facilities or records?

Does the P&A have a grievance procedure in place for clients or prospective clients?

Governance/Board membership and participation — reviewers should look for membership with a shared commitment to the protection of the rights of all people eligible for the program.

If the P&A is a non-profit, answer the following questions:

Does the Board of Directors have policies and procedures for its operation?
   Is there a conflict of interest policy?
   Are there term limits and rotation?
   Is there a written reimbursement policy for Board members?
   Is there a process for removing individuals from the Board?
   Is there a formal recruitment and replacement of members that requires approval by the full Board?
   Are there specific standards of conduct for Board members?

Does the membership of the Board reflect its constituents?
   Does the Board have a majority of persons with disabilities or their family members? How many are persons with developmental disabilities?
   Does the Board have racial/ethnic diversity?
   Does the Board have geographic distribution?

Does the Board of Directors have regular meetings?
   Are the minutes of the meeting distributed in a timely manner?
   Are all decisions (motions) recorded with a second and a record of the vote?
   Are accommodations made for members with differing abilities?

Is the Board appropriately trained?
   Does the Board allocate resources related to orientation new members?
   Does it allocate resources for ongoing training of all members?
   Is there a mentor program for training new leaders within the Board?

Is the Board fulfilling their fiduciary responsibilities?
   Is the Board aware of the federal requirements for each of the mandated P&A programs?
   Does the Board review financial statements on a regular basis?
   Does the Board look at the priorities of the agency in conjunction with approving the budget?
   Does the Board conduct any fund raising activities to fund activities beyond the ability of the federal grants?

Is the Board taking responsibilities for planning?
   How does the Board establish priorities for the agency?
   Does it establish case selection criteria in conjunction with the priorities?

Does the Board understand the difference between management and governance?

> Is there clear separation between (the lines of authority) Board and the executive director?
> Does the Board involve itself unnecessarily in day-to-day operations?
> Does the Board evaluate the executive director on an annual basis?
> Are there appropriate mechanisms for communication with non-management staff, such as employee grievance procedures?

Other sample questions for interviewing individuals on the Governing Board to the Governance function

Do Board members have to disclose potential conflicts? How does this happen?
How long have you been on the Board and when does your term expire?
How do you recruit new Board members?
What happens if a Board member does not come to meetings or is disruptive?
Do you have guidelines for how a meeting should run?
Do you think the Board reflects the diversity of the agency's client base?
When you do get the minutes of previous Board meeting? Do you get minutes of Board committees?
Do you think the Board does a good job accommodating members with differing abilities?
When you were a new member did you get oriented to the Board?
What kinds of training do Board members get related to their job on the Board?
How are new leaders identified on the Board?
Do you think that you have a good understanding of the federal mandates?
How often do you get financial statements?
How do you approve the budget? What information do you get when it is time to make that decision?
Does the Board do any fundraising? What for?
How did you decide what the priorities should be for this year?
How does the staff know which cases to take? Who makes that decision?
Which staff do you relate most to? How often do you talk with other staff?
How often does the Board evaluate the executive director?
Who writes the job descriptions for staff?

If the P&A is located in State Government, ask the following questions:

Does the Advisory Council (AC) have policies and procedures for its operation?
> Is there a conflict of interest policy?
> Are there term limits and rotation?
> Is there a written reimbursement policy for AC members?
> Is there a process for removing individuals from the AC?
> Is there a formal process for recruitment and replacement of members that requires approval by full AC?
> Are there specific standards for conduct of AC members?

Does the membership of the AC reflect its constituents?
  Does the AC have racial/ethnic diversity?
  Does the AC have disability diversity?
  Does the AC have geographic distribution?

Does the Advisory Council have regular meetings?
  Are the minutes of the meeting distributed in a timely manner?
  Are all decisions (motions) recorded with a second and a record of the vote?
  Are accommodations made for members with differing abilities?

Is the AC appropriately trained?
  Does the AC allocate resources for orientation of new members?
  Does it allocate resources for ongoing training of all members?
  Is there a mentor program for training new leaders within the AC?

Is the AC taking responsibilities for planning?
  How does the AC establish priorities for the agency?
  Does it establish case selection criteria in conjunction with the priorities?

Other sample questions for interviewing individuals related to the Advisory function:

Do AC members have to disclose potential conflicts? How does this happen?
How long have you been on the AC and when does your term expire?
How do you recruit new AC members?
What happens if an AC member does not come to meetings or is disruptive?
Do you have guidelines for how a meeting should run?
Do you think the AC reflects the diversity of the agency's client base?
When you do receive the minutes of previous AC meeting? Do you receive minutes of AC committee meetings?
Do you think the AC does a good job accommodating members with differing abilities?
When you were a new member, did you get oriented to the AC?
What kind of training is provided for AC members related to their job on the AC?
How are new leaders identified on the AC?
Do you think that you have a good understanding of the federal mandates?
How often do you get financial statements?
How did you decide what the priorities should be for this year?
How does the staff know what cases to take? Who makes that decision?
Which staff do you relate most to? How often do you talk with other staff?

Staff — reviewers should look at the recruitment, employment, assignment and promotion of program staff without regard to race, gender, religion, age, disability, sexual preference or any legally impermissible criteria.

Does the agency have an up-to-date organizational chart that depicts clear lines of responsibilities and decision making? Please provide.

Are professional staff members qualified according to accepted standards of their respective professions?

How many attorneys does the P&A employ? Is this sufficient to cover the demands for legal work?

Does the agency have clear job descriptions for each position in the agency, outlining qualifications, responsibilities, accountability and conditions for employment?

Do all employees have annual performance reviews that include performance standards, periodic rating, and the bases for any pay increases, including merit and career development?

Does the agency have a written disciplinary process that includes procedures to be followed and documentation protocol?

Does the agency have adequate malpractice insurance coverage to protect its personnel?

If the agency uses volunteers, are there policies and procedures that include screening, supervision, training, instruction and performance expectations?

How does the agency work with other organizations in order to ensure that referrals are made where necessary or appropriate?

As a staff member, do you have any difficulty in meeting your assigned responsibilities? Describe.

How does the P&A recruit individuals with disabilities and other protected classes to work at the P&A?

Does the P&A staff reflect the State's ethnic and racial diversity? Explain.

Collaboration — reviewers should determine the extent to which the P&A is collaborating with other organizations including the State Council.

Describe the relationship between the P&A and the State Council.

Do the State Council and the P&A have mutual Board members? Are they voting members?

Do Council members serve as advisors to the P&A system?

How do the Council and the P&A share planning information?

Are there any joint projects between the Council and P&A or the P&A and the University Center?

Does the P&A have collaborative relationships with other organizations?

Does the P&A have a relationship with other advocacy agencies in solving problems on behalf of individuals? Please explain.

Priority Setting — reviewers should look for priorities that are consistent with the mission statement and goals established by the program.

How are the priorities (goals and objectives) of the agency established?

How does the P&A obtain input from the public?

When is the input obtained?

Who participates in this process? What is the role of the Board or AC?

Does the P&A use data from the State Council or University Center in setting its priorities?

What kind of cases has the P&A been primarily involved with over the last three years?

Give approximate percentages for the following:
    Quality Assurance (including abuse & neglect in both institutions and community-based programs)
    Education and early intervention
    Child Care
    Health care
    Employment
    Housing
    Transportation
    Recreation

What type of strategies does the P&A routinely use to resolve its cases? Please give percentages for legal remedies, administrative remedies, other.

Program evaluation and monitoring — reviewers should look at whether the program has developed and implemented outcome measures and procedures for evaluating the impact of its advocacy activities.

Does the agency have a data collection mechanism as part of their program evaluation mechanism?

Describe how staff time is utilized. What is the percentage of time spent on the following activities (approximately)?

   Individual case work
   System change activities (including class action)
   Administration (priority setting, planning and evaluation, etc.)
   Information and referral
   Educating policymakers
   Public awareness and outreach

Does the agency have a system of information collection and utilization that is timely, relevant to the agency and communicated to the appropriate personnel?

Describe the process related to the preparation of the program performance report.

Does the agency have clear procedures to determine the short and long term requirements and expectations of its clients?

Has the agency conducted any formal evaluation of its activities (such as a peer review)?

Are the agency's services accessible to the client population to whom they are directed? What kinds of outreach activities are conducted?

Does the agency include clients in policy and decision making process by including clients as Board or advisory council members?

Does the agency clearly identify the communities and/or target populations that are under served?

Does the agency seek regular feedback from its consumers regarding its performance and future activities?

Does the agency have a customer satisfaction survey? How is this information used?

Does the agency evaluate all customer grievances?

Sample UCEDD Questions

I. Collaboration
1. What is the relationship of the UCEDD to the DD Planning Council and the P&A
2. In what ways does the UCEDD contribute to the collaborative activities of the DD Network?
3. What special skills/expertise does the UCEDD bring to the collaboration?
4. What are some of barriers to collaboration?
5. What is working well?
6. What is the relationship of the UCEDD to State agencies?
7. How is the UCEDD connected to provider agencies and consumer organizations?
8. What community agencies does the UCEDD collaborate with?
9. What has been the impact of the community collaborations?
10. How has the UCEDD been able to develop community collaborations?
11. How has the UCEDD been able to maintain collaborative relationships with community organizations?

II. Organizational Administration

Questions for University Leadership and/or UCEDD Director regarding the relationship with the University:
1. How often does the UCEDD director meet with University leadership personnel?
2. What kind of support does the University provide to the UCEDD?
3. To what extent do the University leadership personnel understand what a UCEDD is?
4. How does the UCEDD report on their activities to the University?
5. Where is it located organizationally within the university?
6. Whose personnel policies are used?

Questions for UCEDD Director and/or UCEDD staff regarding the mission of the UCEDD:

1. Does the UCEDD have a written mission statement?
2. To what extent are consumers involved in the development, review, and revision of the mission statement?
3. Does the UCEDD mission reflect a lifespan approach?
4. Does the UCEDD mission reflect a commitment to culturally competent attitudes and practices?

Questions for UCEDD Director and/or UCEDD staff regarding the staff of the UCEDD:

1. What is the line staff organization of the UCEDD?
2. Does the UCEDD have sufficient person power to carry out its responsibilities?
3. What are percentages of time assigned to areas of responsibility?
4. Are UCEDD faculty officially connected to academic departments?
5. Who influences rank and tenure issues?
6. Does the UCEDD staff have experience in their core function area (e.g., training, community service, research, information dissemination)?

7. Does the UCEDD director provide the necessary support and oversight to staff and faculty?
8. Do UCEDD staff and faculty understand the structure of the UCEDD program and its core functions?
9. Do the staff and faculty have experience and expertise in working with people with developmental disabilities and their families?
10. How is performance determined and evaluated?
11. To what extent does the UCEDD staff demonstrate sensitivity to the dignity of consumers in its language, behavior, and written materials?

Questions for UCEDD Director and/or UCEDD staff regarding UCEDD responsiveness to stakeholders:

1. Are funds available for special accommodations such as real-time transcription, personal assistants, child care, transportation, stipends?
2. Is someone assigned to promote consumer responsiveness with the UCEDD and its various projects?
3. How does the UCEDD assure that materials are available in accessible formats?
4. Are the UCEDD's physical facility and community program initiatives fully accessible to individuals with disabilities?

III. Consumer Advisory Committee
1. How is the Consumer Advisory Committee (CAC) organized and used?
2. Do they have sufficient representation of individuals with developmental disabilities and families?
3. What kinds of supports does the UCEDD offer to the CAC?
4. How is input solicited from the CAC?
5. How is the CAC involved in setting priorities of the UCEDD?
6. Are there role descriptions for members specifying expectations?

IV.   Program Administration

Questions to ask regarding the Interdisciplinary Preservice Training program:
1. What are the disciplines of the UCEDD trainees?
2. Describe the UCEDD training curriculum and interdisciplinary training experiences. Are there certified practica and/or field placement opportunities?
3. How are trainees supported financially?
4. How does the UCEDD monitor student progress?
5. In what types of settings does interdisciplinary training take place?
7. Who has primary responsibility for the training program?
8. To what degree do trainees participate in problem identification, problem solving, group decision-making, and clinical practices?
9. Does the UCEDD have a core curriculum with optional activities?
10. Does the UCEDD demonstrate a commitment to culturally competent services?
11. What are the methods of measuring trainees' skills and knowledge?

Questions to ask regarding the Community Services:

1. Is there a written community services plan?
2. How is community services evaluated for effectiveness?
3. What is the balance between campus-based and community-based activities?
4. Does the UCEDD deliver any direct services? If so, what are they and where and how are they delivered?
5. What role do UCEDD trainees play in community services and projects?
7. Are activities at times and in places that are convenient and accessible?
8. Does the UCEDD address lifespan issues in its community services and projects?
9. Are services delivered in a culturally competent manner?
10. Is there a written technical assistance plan?
11. Are there formal memoranda of agreement with other entities for technical assistance? If so, do they include financial arrangements or fee schedules?
12. Is there a primary person assigned to oversee the technical assistance?
13. Is the technical assistance delivered in a culturally competent manner?
15. Do technical assistance activities address lifespan issues?

Questions to ask regarding the research activities:
1. Are UCEDD faculty given specific responsibilities to develop and conduct research?
2. Is the research designed in manner that will yield reliable and valid results?
3. Does the focus of the research address an identified need?
4. Will the research provide meaningful results?
5. Does the research have standard protocols that are developed and followed?
6. How is research information disseminated?
7. Is the research developed and conducted in a culturally competent manner?

Questions to ask regarding the dissemination activities:
1. Does the UCEDD have a well-developed and well-written plan for the dissemination of information?
2. Who has the primary responsibility for dissemination activities?
3. How do recipients and users of products evaluate the UCEDD's effectiveness in dissemination of information?
4. Does the UCEDD generate income through its dissemination efforts?
5. Does the UCEDD use other information-generating resources at the university or in the UCEDD network?
7. Does the UCEDD use individuals with developmental disabilities and their families to develop and evaluate dissemination materials?
8. Are materials prepared and disseminated in a culturally competent manner?

V.   Evaluation and Reporting
1. Does the UCEDD use follow-up data to determine the effectiveness of its training?
2. Are client outcome measures used to determine effectiveness? If so, what are they?
3. How are the technical assistance activities evaluated?
4. How does the UCEDD monitor and evaluate its dissemination activities?

5. Does the UCEDD have a data management system for recording and maintaining data that will be submitted for the Annual Report?
6. Is there a data manager? If yes, what kind of training and/or supports does the data manager receive from the UCEDD?

VI. Fiscal
1. What are sources of UCEDD funding?
2. What is the ratio of university to State to Federal funding?
3. Describe in-kind contributions, university line items, space, maintenance and operation support to the UCEDD from the university.
4. How are grants and contracts managed fiscally?
5. How are resources allocated?

For all sections, reviewers document overall impressions, strengths, and opportunities for future development. These are presented and discussed in the exit interview.

Tab S – Note-Taking Tips

The following are tips to keep in mind when interviewing staff, listening to presentations, performing document reviews, conducting on-site team meetings, preparing for exit meetings and when recording highlights to assist with the MTARS report writing.

Keep the following in mind:
· Notes should be prepared when memories are fresh
· Information should be short and sweet (perhaps using a bullet format), but use as much space as needed to provide background information and the facts
· Summarize facts, separate the good from the bad,
· Note what really knocked your socks off,
· Note, how many goals, described by area of emphasis and type, that were reviewed. Where do things stand on the goals reviewed (on target, brand new, off track)? Did the grantee have information that can be used in the report to Congress?
· What technical assistance needs were raised, emerged or were addressed?
· What best practices were brought to your attention? Do we need more details before they can be disseminated?
· What if anything is the grantee going to do or send us that will help us in writing the report?
· What follow-up did grantee promise?
· What did we promise to do before we issue the report?

Organize the information using the following outline of key facts (or using the suggested report outline):

I.   Significant Highlights
II.   Findings on Collaboration
III.   Findings on Compliance and Organizational Structure
IV.   Findings on Accountability and Progress on Goals and Outcomes
V.   Technical Assistance Needs
VI.   Best Practices
VII.   Follow-up by Grantee Expected before the Report is Issued
VIII.   Follow-up by ADD Expected Before the Report is Issued

Notes should focus on getting answers to gaps and questions on the checklists and other monitoring tools in Exhibits E-J, on areas of strength and weakness and the impact of grantee's efforts on individuals with developmental disabilities. The checklists and monitoring tools at Exhibits E-J are designed for note-taking. If there is no checklist or monitoring tool designed for a specific meeting, interview or document review, reviewers can use the optional note-taking form at Exhibit D.6. When reviewing case records, reviewers may want to use the client record review checklist at Exhibit D.7.

Tab T – Format for MTARS Report

TABLE OF CONTENTS
State MTARS Team Members
Executive Summary

Part I: Purpose And Scope of the Review

A. Developmental Disabilities Assistance and Bill of Rights Act of 2000
B. Overview of MTARS
C. MTARS Visit to (insert State)
    1. Demographics
    2. Institutional Population
    3. State Service Delivery System
D. Overview of Site Visit
    1. Conduct of the Site Visit
    2. Public Input

Part II: (Insert State) Developmental Disabilities Network

A. Overview of Grantee Projects
B. State DD Network Collaboration

Part III: Individual Grantee Findings & Recommendations

A. (Insert Name of State Council)
    1. Organizational Administration
    2. Council Membership
    3. Program Administration
    4. Interagency Collaboration
    5. Designated State Agency
    6. Evaluation and Reports
    7. Compliance
    8. Recommendations
    9. Innovative Approaches
    10. Fiscal Review and Findings

B. (Insert Name of State Protection and Advocacy Agency)
    1. Organizational Administration
    2. Board and Advisory Council Membership
    3. Program Administration
    4. Designated State Agency
    5. Evaluation and Reports
    6. Summary of Public Input
    7. Compliance
    8. Recommendations
    9. Innovative Approaches
    10. Fiscal Review and Findings

C. (Insert Name of State UCEDD)

1. Organizational Administration
2. Consumer Advisory Committee
3. Program Administration
4. Community Collaboration
5. Evaluation and Reports
6. Summary of Public Forum
7. Compliance
8. Recommendations
9. Innovative Practices
10. Fiscal Review and Findings

Tab U – Sample Cover Letter for the MTARS Report

February 6, 2007

Alan Kerzin
Executive Director
California State Council on Developmental Disabilities
1507 21ˢᵗ Street
Suite 210
Sacramento, CA 95814

Catherine Blakemore
Executive Director
Protection and Advocacy Inc.
100 Howe Ave, Suite N
Sacramento, CA 95825

Olivia Raynor, Ph.D
Andrew Russell, M.D.
Co-Directors
Tarjan Center
300 UCLA Medical Plaza
Suite 3302
Los Angeles, CA 90095

Robert A. Jacobs, M.D.
Director
Children's Hospital Los Angeles UCEDD
5000 Sunset Blvd, 7ᵗʰ Fl
Los Angeles, CA 90054-0070

Dear Colleagues:

We are pleased to provide you with the enclosed Monitoring and Technical Assistance Review System (MTARS) Report conducted for the California Developmental Disabilities Network on May 22 – 26, 2006. We appreciated your cooperation with all aspects of the review.

The report outlines the approaches and contributions of the Protection and Advocacy Inc. (PAI), the Tarjan Center – a University Center of Excellence in Developmental Disabilities and the Children's Hospital Los Angeles - a University Center for Excellence in Developmental Disabilities. These programs support and promote self-determination, independence, productivity, integration, and inclusion of persons with developmental disabilities in all facets of community life through culturally competent programs authorized under the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act, PL 106-402). As a result of complex findings during the review of the California Council on Developmental Disabilities, there is a delay in the release of approaches and contributions of that DD Network partner. You will be given a copy of the full report upon its release. The three main parts of the report are:

> I.   Purpose and Scope

II.   California Developmental Disabilities Network Findings and Recommendations

III.   Individual Grantee Findings and Recommendations

Given the strong foundation of collaboration, the MTARS team recommends that the state DD Network enhance their current level of collaboration to become more visible to external entities. Please refer to the report for specific strategies.

As a result of the review, the Administration on De   velopmental Disabilities (ADD) found issues regarding compliance with the DD Act. Within sixty (60) days of receipt of this letter, please prepare a co rrective action plan addressing how the issues will be addressed. The plan should include specific actions and projected dates for com pletion. In add ition, p lease provide a respons   e within 60 days to the other o   bservations and recommendations contained in the report.   Please send the corrective action plan plan and comments to:

       Patricia A. Morrissey, Ph.D.
 Comm   issioner
       Administration on Developmental Disabilities
       370 L 'Enfant Plaza Promenade, SW
 Mail   Stop: HHH-405D
       Washington, DC 20447

If you have any questions or need additional information, please contact Jennifer Johnson at 202-690-5982.

Again, we appreciate your cooperation with the review process and look forward to working with you on behalf of individuals with developmental disabilities in the state of California.

Sincerely,

       Patricia   A. Morrissey, Ph.D.
       Adm   inistration on Developmental
                                              Disabilities

Enclosure: MTARS Report

cc: MTARS Team Members