

Tab E.1 - UCEDD Compliance Checklist

<i>Due Date for Checklist:</i>	
<i>ADD Mailing Address</i>	Administration on Developmental Disabilities Administration for Children and Families U.S. Department of Health and Human Services 370 L'Enfant Promenade, S.W. MAIL STOP: Humphrey Building, 405D Washington, D.C. 20447
<i>Team Member Mailing Address</i>	
<i>Team Member Mailing Address</i>	

I. COLLABORATION		
<i>I.1. DD Network Collaboration</i>	<i>Document</i>	<i>Interview</i>
The UCEDD maintains collaborative relationships with the State Council on Developmental Disabilities and the State Protection and Advocacy Agency. Sec. 104 (a)(3)(D)(iii)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Working documents developed by DD Council, P&A, and UCEDD • Other: 	<ul style="list-style-type: none"> • Executive Directors • Faculty/Staff • Community members/Public Forum • Other:
Comments:		
<i>I.2. Community Collaborations</i>	<i>Document</i>	<i>Interview</i>
The UCEDD actively participates in community networks and has a range of collaborating partners. Sec. 101(b)(3)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (specify pages) • Working documents • Other: 	<ul style="list-style-type: none"> • Community partners/organizations • UCEDD Director/Faculty/ Staff • Other:
Comments:		
UCEDD direct services interact with and involve community members, agencies, and organizations.	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (specify pages) 	<ul style="list-style-type: none"> • Community partners/organizations • UCEDD Director/Faculty/ Staff

Sec. 101 (b)(3)(B) & Sec. 153 (a)(2)(B)	<ul style="list-style-type: none"> • Working documents • Other: 	<ul style="list-style-type: none"> • Other:
Comments:		
The UCEDD maintains cooperative relationships with other community service providers, including specialized state and local providers agencies. Sec. 101 (b)(3)(B) & Sec. 153 (a)(2)(B)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (specify pages) • Working documents • Other: 	<ul style="list-style-type: none"> • Community partners/organizations • State/local partners • UCEDD Director/Faculty/ Staff • Other:
Comments:		

II. ORGANIZATIONAL ADMINISTRATION

<i>II.1. Organization</i>	<i>Document</i>	<i>Interview</i>
The UCEDD has an agreement to operate as an independent Center within the Institute of Higher Education to carry out the core functions of interdisciplinary pre-service preparation and continuing education, community services and technical assistance, research, and information dissemination. Sec. 153.	<ul style="list-style-type: none"> • Memorandum of Understanding or similar document • Other: 	<ul style="list-style-type: none"> • University Provost/President • Relevant leadership personnel • Other:

Comments:

Services, supports, and other assistance are provided in a manner that demonstrates respect for individual dignity, personal preferences, and cultural differences. Sec. 101(c)(4).	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (specify pages) • Other: 	<ul style="list-style-type: none"> • UCEDD Director, faculty, staff, • Individuals with developmental disabilities • Family members • Other:
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Comments:

<i>II.2 Staffing</i>	<i>Document</i>	<i>Interview</i>
The UCEDD has a director with: <ul style="list-style-type: none"> ➤ Appropriate academic credentials; ➤ Demonstrated leadership; ➤ Expertise regarding developmental disabilities; ➤ Significant experience in managing grants and contracts; and ➤ The ability to leverage public and private funds. Sec. 154 (a)(3)(G). 	<ul style="list-style-type: none"> • CV/Resume • 5-year application (specify pages) • Other: 	<ul style="list-style-type: none"> • University Provost/President • Department Chair • UCEDD Director • UCEDD faculty/staff • Consumer Advisory Committee • Individuals with developmental disabilities • Family members • Other:

Comments:

The UCEDD maintains the faculty and staff necessary to support	<ul style="list-style-type: none"> • CV/Resume 	<ul style="list-style-type: none"> • UCEDD Director
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the functions and purposes of the UCEDD and allocates adequate staff time to carry out activities related to each of the core functions. Sec. 154(a)(3)(G)(ii).	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (specify pages) • Organizational charts • Other: 	<ul style="list-style-type: none"> • UCEDD faculty/staff • Consumer Advisory Committee • Trainees • Other:
Comments:		
The UCEDD takes affirmative action to employ and advance in employment qualified individuals with developmental disabilities. Sec. 101(b)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (specify pages) • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Individuals with developmental disabilities/Family members • Other:
Comments:		
III. CONSUMER ADVISORY COMMITTEE		
<i>Consumer Advisory Committee</i>	<i>Document</i>	<i>Interview</i>
The UCEDD has established a consumer advisory committee. Sec.154 (a)(3)(E)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
Comments:		
A majority of the members of the UCEDD consumer advisory committee are individuals with developmental disabilities and family members. Sec.154 (a)(3)(E)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Consumer Advisory Committee Matrix (see resources at end of checklist) • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
Comments:		
The UCEDD consumer advisory committee is comprised of- <ul style="list-style-type: none"> ➤ individuals with developmental disabilities and related disabilities; ➤ family members of individuals with developmental disabilities; ➤ a representative of the State P&A system; ➤ a representative of the State DD Council; ➤ a representative of a self-advocacy organization; and ➤ representatives of organizations that may include parent training and information centers assisted under the Individuals with Disabilities Education Improvement Act, entities carrying out activities authorized under the Assistive Technology Act, relevant State agencies, and other 	<ul style="list-style-type: none"> • 5-year application (specify pages) • Consumer Advisory Committee Matrix (see resources at end of checklist) • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:

community groups concerned with the welfare of individuals with developmental disabilities and their families. Sec.154 (a)(3)(E)		
Comments:		
The UCEDD consumer advisory committee reflects the racial and ethnic diversity of the State. Sec.154 (a)(3)(E)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Consumer Advisory Committee Matrix (see resources at end of checklist) • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
Comments:		
The UCEDD consumer advisory committee - <ul style="list-style-type: none"> ➤ Consults with the Director of the Center regarding the development of the 5-year plan; ➤ Participates in an annual review of, and comments on, the progress of the Center in meeting the projected goals contained in the plan; and ➤ Makes recommendations to the Director of the Center regarding any proposed revisions of the plan that might be necessary. Sec. 154 (a)(3)(E) 	<ul style="list-style-type: none"> • 5-year application (specify pages) • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
Comments:		
The UCEDD consumer advisory committee meets as often as necessary to carry out the role of the committee, but at a minimum twice during each grant year. Sec. 154 (a)(3)(E)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
Comments:		
IV. PROGRAM ADMINISTRATION		
<i>IV.1 Applications for Core Center Grants</i>	<i>Document</i>	<i>Interview</i>
The UCEDD has an application that describes a 5-year plan, including a projected goal related to 1 or more areas of emphasis for each of the core functions. Sec. 154(a)(2).	<ul style="list-style-type: none"> • 5-year application • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
Comments:		
The application contains or is supported by reasonable	<ul style="list-style-type: none"> • 5-year application (specify pages) 	UCEDD Director/faculty/staff

assurances that the UCEDD will meet the requirements of the DD Act. Sec. 154(a)(3)(A).	<ul style="list-style-type: none"> • Other: 	<ul style="list-style-type: none"> • Consumer Advisory Committee • Other:
Comments:		
The application includes assurances that the UCEDD will address the projected goals, and carry out goal-related activities, based on data driven strategic planning, that <ul style="list-style-type: none"> ➤ are developed in collaboration with the consumer advisory committee; ➤ are consistent with, and to the extent feasible complement and further, the Council goals contained in the State plan Protection and Advocacy system goals; and ➤ will be reviewed and revised annually as necessary to address emerging trends and needs. Sec. 154(a)(3)(B) 	<ul style="list-style-type: none"> • 5-year application (specify pages) • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • DD Council • P&A • Other:
Comments:		
The UCEDD 5 year plan and related activities protect the legal and human rights of all individuals with developmental disabilities (especially those individuals under State guardianship). Sec. 154 (a)(3)(D)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
Comments:		
<i>IV.2 Core Function: Interdisciplinary Training</i>	<i>Document</i>	<i>Interview</i>
The UCEDD provides interdisciplinary pre-service preparation and continuing education of students and fellows, which may include the preparation and continuing education of leadership, direct service, clinical, or other personnel to strengthen and increase the capacity of States and communities. Sec. 101 (b)(3)(A)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) • NIRS reports • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Trainees • Other:
Comments:		
The UCEDD core curriculum incorporates cultural diversity and demonstrates cultural competence to prepare trainees to address the needs of individuals with developmental disabilities and their families in a culturally competent manner. Sec.101(c)(5)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Trainees • Other:
Comments:		
Recruitment efforts in disciplines related to developmental disabilities relating to pre-service training, community training,	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Trainees

practice, administration, and policymaking must focus on bringing larger numbers of racial and ethnic minorities. Sec.101(c)(6)	<ul style="list-style-type: none"> • NIRS reports • Other: 	<ul style="list-style-type: none"> • Other:
Comments:		
<i>IV.3 Core Function: Community Services - Training, Technical Assistance, and Services</i>	<i>Document</i>	<i>Interview</i>
<p>The UCEDD provides community services that:</p> <ul style="list-style-type: none"> ➤ Provide training and technical assistance for individuals with developmental disabilities, their families, professionals, paraprofessionals, policy-makers, students, and other members of the community; and ➤ May provide services, supports, and assistance through demonstration and model activities. Sec. 101 (b)(3)(B) & Sec.153(a)(2)(B) 	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) • NIRS reports • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Community collaborators • Individuals with developmental disabilities • Family members • Other:
Comments:		
Specific efforts are made to ensure that individuals with developmental disabilities from racial and ethnic minority backgrounds and their families enjoy increased and meaningful opportunities to access and use community services, individualized supports, and other forms of assistance available to other individuals with developmental disabilities and their families. Sec. 101(c)(5)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) • NIRS reports • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Community collaborators • Individuals with developmental disabilities • Family members • Other:
Comments:		
The UCEDD provides education and support 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. Sec. 101(c)(7).	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) • NIRS reports • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Community collaborators • Individuals with developmental disabilities • Family members • Other:
Comments:		
The UCEDD community services and technical assistance activities are carried out in manner that ensures individuals with developmental disabilities have access to opportunities and the necessary support to be included in community life, have interdependent relationships, live in homes and communities,	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) • NIRS reports • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Community collaborators • Individuals with developmental disabilities • Family members

and make contributions to their families, communities, and States, and the Nation. Sec. 101(c)(8).		<ul style="list-style-type: none"> • Other:
Comments:		
<i>IV.4 Core Function: Research</i>	<i>Document</i>	<i>Interview</i>
The UCEDD conducts research, 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 developmental disabilities and their families. Sec 101 (b)(3)(C).	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) • IRB documents • NIRS reports • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Individuals with developmental disabilities • Family members • Other:
Comments:		
The UCEDD obtains funding to carry out research-related activities. Sec 101 (b)(3)(C) & Sec. 154 (a)(3)(C)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) • NIRS reports • Grant documents • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
Comments:		
<i>IV.5 Core Function: Dissemination</i>	<i>Document</i>	<i>Interview</i>
The UCEDD disseminates information related to UCEDD activities thereby demonstrating that the DD network is national resource that includes specific substantive areas of expertise that may be accessed and applied in diverse settings and circumstances. Sec 101 (b)(3)(D) & Sec.154(a)(2)(D)	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) • NIRS reports • Grant documents • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
Comments:		
The UCEDD educates, and disseminates information related to the DD Act to – <ul style="list-style-type: none"> ➤ The legislature of the State in which the Center is located, and ➤ Members of Congress from such State. Sec. 154 (a)(3)(H) 	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report (Specify Pages) • NIRS reports • Grant documents • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
Comments:		
V. EVALUATION AND REPORTING		
<i>Annual Reports</i>		
The UCEDD evaluates program effectiveness using the	<ul style="list-style-type: none"> • Annual Report 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff

<p>indicators of progress to describe and measure-</p> <ul style="list-style-type: none"> ➤ The satisfaction of individuals with developmental disabilities with the advocacy, capacity building, and systemic change activities; ➤ The extent to which the advocacy, capacity building, and systemic change activities result in improvements; and ➤ The extent to which the UCEDD collaborates with the DD Council and P&A Agency in the State. Sec. 104 (a)(3) (D). 	<ul style="list-style-type: none"> • Other: 	<ul style="list-style-type: none"> • Consumer Advisory Committee • Other:
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Comments:

<p>The UCEDD annually prepares and transmits a report containing information on progress made in achieving the projected goals of the Center for the previous year, including-</p> <ul style="list-style-type: none"> ➤ The extent to which the goals were achieved; ➤ A description of the strategies that contributed to achieving the goals; ➤ To the extent to which the goals were not achieved, a description of factors that impeded the achievement; and ➤ An accounting of the manner in which funds paid to the Center for a fiscal year were expended. Sec 154 (e)(1). 	<ul style="list-style-type: none"> • Annual Report • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
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Comments:

<p>The UCEDD annual report provides information on proposed revisions to the goals. Sec 154 (e)(2).</p>	<ul style="list-style-type: none"> • Annual Report • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
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Comments:

<p>The UCEDD annual report provides a description of successful efforts to leverage funds, other than funds made available by ADD, to pursue goals consistent with the DD Act. Sec 154 (e)(3)</p>	<ul style="list-style-type: none"> • Annual Report • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Consumer Advisory Committee • Other:
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Comments:

VI. FISCAL

<i>Funds</i>	<i>Document</i>	<i>Interview</i>
<p>The UCEDD uses the funds made available through the grant to supplement, and not supplant, the funds that would otherwise be made available for its activities. Sec.154(a)(3)(C).</p>	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report • NIRS reports • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Other:

Comments:

The UCEDD, to the extent possible, utilizes the infrastructure and resources obtained through funds made available under the grant to leverage additional public and private funds to successfully achieve the projected goals developed in the 5-year plan. Sec.154 (a)(3)(F).	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report • NIRS reports • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Other:
Comments:		
The UCEDD uses the funds made available through the grant to supplement, and not supplant, the funds that would otherwise be made available for Center activities. Sec. 154 (a)(3)(C).	<ul style="list-style-type: none"> • 5-year application (specify pages) • Annual Report • NIRS reports • Other: 	<ul style="list-style-type: none"> • UCEDD Director/faculty/staff • Other:
Comments:		

RESOURCES FOR DETERMINING COMPLIANCE WITH CONSUMER ADVISORY COMMITTEE REQUIREMENTS

The DD Act requires that the Consumer Advisory Committee be comprised of a majority of members who are individuals with developmental disabilities and family members of individuals with developmental disabilities. Members in the minority are individuals representing different organizations, including the DD Council, State P&A, and a State self-advocacy group. **When indicating compliance with this component of the DD Act, the UCEDD needs to document a distinction between individuals with developmental disabilities and family members serving on the Consumer Advisory Committee from the organizational representatives serving on the Committee.** Individuals with developmental disabilities and family members cannot represent both an organization *and* individuals with developmental disabilities and family members. This is not to say that the UCEDD cannot have CAC members who work for disability-related organizations. Instead, it needs to be clear whether cannot A clear delineation in roles must be made between the majority and minority. Thus, when a UCEDD asks individuals with developmental disabilities and/or family members to serve on the Consumer Advisory Committee, they should communicate that they are there to represent primary and secondary consumers. In cases where such individuals work for self-advocacy and/or parent organizations, the UCEDD should clearly indicate to them that they are representing themselves as a consumer and they are *not* there to represent the organization. The chart below can be used to determine compliance with the DD Act. It is followed by a sample of a completed chart.

		UCEDD Consumer Advisory Committee					
Name		PRIMARY STAKEHOLDERS A <u>majority</u> of the members shall be individuals with developmental disabilities and family members of such individuals.		ORGANIZATION REPRESENTATIVES One representative is required for each of the groups below.			
		Individuals with developmental disabilities and related	Family members of individuals with	DD Council	State P&A organization	State self-advocacy organization led by individuals with developmental	Other stakeholder organizations

		disabilities	developmental disabilities			disabilities	
1							
2							
3							
4							
5							
6							
7							
8							

Sample

UCEDD Consumer Advisory Council							
	Name	PRIMARY STAKEHOLDERS A <u>majority</u> of the members shall be individuals with developmental disabilities and family members of such individuals.		ORGANIZATION REPRESENTATIVES One representative is required for each of the groups below.			
		Individuals with developmental disabilities and related disabilities	Family members of individuals with developmental disabilities	DD Council	State P&A organization	State self-advocacy organization led by individuals with developmental disabilities	Other stakeholder organizations
1	Jane Apple		X				
2	John Ball				X		
3	Polly Casserole					X	
4	Peter Dairy	X					
5	Susan Egg						X (Parent and Training Information Center)
6	Sam Fig			X			
7	Tom Grape		X				
8	Theresa Guava						X (State MR/DD Agency)
9	Jack Pancake	X					
10	Susan Pickle		X				
11	Sarah Orange	X					
12	Jim Cookie		X				

The DD Act requires that the Consumer Advisory Committee reflects the racial and ethnic diversity of the State. The MTARS team will use U.S. Census data to determine whether the Consumer Advisory Committee reflects the racial and ethnic diversity of the State. The UCEDD might want to follow the same procedures in preparation for the MTARS review. Below is an example of how the MTARS review team will use the State Census data to determine compliance with this part of the DD Act:

U.S. Census Data for State	Demographic Data for UCEDD Consumer Advisory Committee
85% White	83% White
10% Black	10% Black
2% Asian	1% Asian
2% American Indian and Alaska Native	3% American Indian and Alaska Native
1% Native Hawaiian and Other Pacific Islander	3% Native Hawaiian and Other Pacific Islander
15% Latino	10% percent Latino

Tab E.2 – UCEDD Program Operations and Practices Checklist

I. COLLABORATION	
<i>Collaboration</i>	<i>Comments</i>
Collaboration is an integral part of the UCEDD scope of work. The DD Act includes requirements for collaboration across the DD Network and with community partners. In addition, UCEDDs have unique opportunities to collaborate with local, state, national, and international organizations and agencies. Effective collaborations strengthen the UCEDD’s ability to outreach and engage multiple audiences in projects and activities.	
The UCEDD is a member of the State Developmental Disabilities Council and participates in Council meetings and activities.	
The UCEDD is a member of the P&A Agency Board and participates in any P&A Agency meetings and activities.	
The UCEDD actively participates in community networks and has a range of collaborating partners.	
The UCEDD has cultivated relationships with state, national, and/or international agencies/organizations.	
The UCEDD maintains collaborative relationships with the UCEDD network and individual organizations and other universities.	
The UCEDD strategizes with the DD Council and P&A how the resources available at the UCEDD might be used to strengthen the DD Network.	

II. ORGANIZATIONAL ADMINISTRATION	
<i>University Affiliation</i>	<i>Comments</i>
A key part of a UCEDD’s organizational administration is its association and partnership with a university. As an integral component of the university system, the UCEDD is positioned as an organization to promote the independence, productivity, integration, and inclusion of individuals with developmental disabilities and their families.	
The university demonstrates its support for the UCEDD.	
Financial and other resources committed to the UCEDD to carry out the purposes of the DD Act.	
The UCEDD maintains the autonomy and organizational structure required to carry out the core functions of the program mandated activities.	
The UCEDD is responsible to a university	

administrator who represents the interest of the UCEDD within the university and the UCEDD Director reports to that university administrator.	
<i>Mission</i>	<i>Comments</i>
Having a mission helps an organization communicate to others their vision and scope of work. In having a mission, the UCEDD is guided by values of independence, productivity, integration, and inclusion of individuals with developmental disabilities and their families. UCEDD principles are guided by the mission statement.	
The UCEDD has a mission that reflects the purpose of the DD Act stated in Sec. 101(a): to assure that individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life, through culturally competent programs.	
The UCEDD's mission carried out in a manner that enhances community capacity to support the independence, productivity, and integration and inclusion of individuals with developmental disabilities.	
The UCEDD's goals, objectives, and activities consistent with the mission statement?	
The UCEDD's mission reflects a life span approach.	
The UCEDD's mission reflects a commitment to culturally competent attitudes and practices, which are responsive to local culture and needs.	

III. CONSUMER ADVISORY COMMITTEE

<i>Consumer Advisory Committee</i>	<i>Consumer Advisory Committee</i>
Consumer involvement and input is a crucial component of any UCEDD program. The UCEDD must involve consumers, in the form of a committee, who represent individuals with developmental disabilities in the State, including those who come from culturally and linguistically diverse backgrounds.	
The Program Operations and Practices checklist for the Consumer Advisory Committee has been formatted to be accessible to multiple audiences should the UCEDD decide to complete all or some of the checklist with its CAC members. The checklist can be found in Tab E.5.	

IV. PROGRAM ADMINISTRATION

<i>5-Year Application for Core Center Grants:</i>	<i>5-Year Application for Core Center Grants:</i>
Every five years UCEDDs must submit an application for core center grants that outlines a 5-year plan. In the application, the UCEDD must provide a number of assurances, many of which relate to the administration of the program. The applications must identify goals for the UCEDD and indicate consumer involvement in the development of those goals.	
The UCEDD canvases the State to determine needs within.	The UCEDD canvases the State to determine needs within.
The Consumer Advisory Committee is involved with collecting information for and providing input into the development of the 5-Year Application.	The Consumer Advisory Committee is involved with collecting information for and providing input into the development of the 5-Year Application.
The UCEDD has procedures in place for long range planning to enable response to emergent and future developments in the state and field, in general.	The UCEDD has procedures in place for long range planning to enable response to emergent and future developments in the state and field, in general.
The goals, objectives, and activities identified in the 5-Year Application address state needs and reflect a commitment to influencing practices statewide.	The goals, objectives, and activities identified in the 5-Year Application address state needs and reflect a commitment to influencing practices statewide.
<i>Interdisciplinary Preservice Preparation and Continuing Education</i>	<i>Comments</i>
UCEDDs are required to engage in interdisciplinary preservice preparation and continuing education. Such programs strive to reflect state of the art practices and prepare personnel concerned with developmental disabilities to promote the independence, productivity, integration and inclusion of individuals with developmental disabilities and their families.	
The UCEDD senior professional staff holds faculty appointments in appropriate academic departments of the host or an affiliated university, consistent with university policy.	
The UCEDD faculty and staff represent the broad range of disciplines and backgrounds necessary to implement the full inclusion of individuals with developmental disabilities in all aspects of society, consonant with the spirit of the DD Act.	

<p>The UCEDD has agreements with departments, which may include those housed in other Institutes of Higher Education in the State, to form an interdisciplinary training program.</p>	
<p>The interdisciplinary program reflects a balanced mix of students from diverse academic disciplines/academic programs.</p>	
<p>The interdisciplinary program offers a variety of learning experiences.</p>	
<p>The training program is based on identified personnel preparation needs.</p>	
<p>The interdisciplinary program reflects state-of-the-art practices.</p>	
<p>Trainees are prepared to serve in a variety of roles including advocacy and systems change, and graduates work in situations where they promote the independence, productivity, integration and inclusion of individuals with disabilities and their families.</p>	
<p>The UCEDD has a core curriculum.</p> <ul style="list-style-type: none"> • The core curriculum incorporates cultural diversity and demonstrates cultural competence. • The core curriculum prepares trainees to be consumers of research as it informs practice and policy. 	
<p><i>Community Services – Training, Technical Assistance, and Services</i></p>	<p>Comments</p>
<p>UCEDDs are required to provide a variety of community services, including training, technical assistance, and services. The training and technical assistance activities should aim towards strengthening the capacity of communities, systems, and service providers to promote the independence, productivity, integration and of</p>	

individuals with developmental disabilities and their families. UCEDDs should offer a variety of services including health, mental health, prevention, education, vocational, family support, personal assistance, and clinical in community based settings to promote the independence, productivity, integration, and inclusion of individuals with disabilities and their families.	
The community training and technical assistance is responsive to identified community needs.	
The community training and technical assistance is planned collaboratively, including the participation of individuals with developmental disabilities and their families.	
The community training and technical assistance utilizes capacity building approaches and techniques to strengthen the capacity of communities, systems and service providers.	
The UCEDD reaches a wide range of audiences, including individuals from culturally and linguistically diverse backgrounds, through community training and technical assistance.	
The community training and technical assistance activities are planned and structured in a manner that facilitates the participation of targeted audiences.	
The community training and technical assistance addresses the unique needs of individuals with developmental disabilities and their families from diverse cultural and ethnic groups who reside within the geographic locale.	
The direct services and projects are integrated into community settings.	
The direct services interact with and involve community members, agencies and organizations.	
The basis for the direct services is local or universal needs that reflect critical problems in the field of	

developmental disabilities or an emerging, critical problem that reflects current trends or anticipated developments in the field.	
The UCEDD engages in state of the art and innovative practices, including practices, models, or projects that: <ul style="list-style-type: none"> • Facilitate independence, integration, productivity and human rights • Are economical and highly beneficial 	
<i>Research:</i>	<i>Comments:</i>
UCEDDs are required to engage in research. The research activities should employ rigorous methods.	
UCEDDs evaluate by accepted scientific means state of the art and innovative practices by: <ul style="list-style-type: none"> • Employing research methods to test hypotheses • Validating procedures and field-testing projects 	
The UCEDD involves people with developmental disabilities and/or family members in the development of research studies.	
The UCEDD develops valid and reliable studies using research designs appropriate to the research problem and purpose.	
The UCEDD has research protocols identifying methods for collecting and analyzing data.	
The research findings contributes to existing knowledge and/or highlights new issues.	
<i>Information Dissemination</i>	<i>Comments</i>
UCEDDs are required to disseminate information. The dissemination of information includes distribution of research findings such empirical validation of activities related to training, best practices, services and supports, and contributes to the development of new knowledge. Dissemination activities promote the independence, productivity, integration and inclusion of individuals with developmental disabilities and their families.	

The UCEDD is identified in the community as a resource for information.	
The UCEDD disseminates information on best practices and approaches in training, services, and supports.	
The UCEDD produces a variety of products to promote public awareness and visibility of the UCEDD.	
The information dissemination activities facilitate replication of best practices.	
The materials disseminated by the UCEDD are available in formats accessible to individuals with a wide range of disabilities and individuals from differing cultural and linguistic backgrounds.	
The UCEDD contributes to the development of the knowledge base through publication and presentations.	
The UCEDD identifies specific target audiences for dissemination activities and include individuals with developmental disabilities, family members, service providers, administrators, policy makers, university faculty, students, researchers, and the general public.	
The UCEDD utilizes a variety of networks, including Developmental Disabilities Planning Councils, Protection and Advocacy Systems, other UCEDDs and state service systems to disseminate information to target audiences.	
The process of developing and evaluating materials utilizes the input of individuals with developmental disabilities and their families.	

V. EVALUATION AND REPORTS

<i>Evaluation and Reports</i>	<i>Comments</i>
UCEDDs are required to report annually on their progress. UCEDDs will begin using a standard format for submitting annual reports to ADD. The UCEDD should have or should be working towards putting data collection systems in place to facilitate the collection and maintenance of data for reporting purposes. In addition, UCEDDs should include evaluation activities as part of their work to assess impact of projects and activities.	
The UCEDD has the necessary staff to support data collection activities.	
The UCEDD has data management systems (written policies and procedures) in place that support ADD reporting requirements (e.g., Annual Reports)?	
There are written policies and procedures that relate specifically to data collection and aggregation, validation of data accuracy, etc.	
Data management occurs on some schedule (e.g., staff and contractors are expected to provide data at certain times; quality checks performed at certain times; monthly, annual, as data are available).	
Quality checks are in place to verify accuracy of reporting.	
Quality control of data is done with primary sources (i.e., point of entry or original documents).	
Data management roles are defined and are specific staff assigned to them.	
Data definitions and data entry instructions exist and are used.	
Where data estimates are used, standards that are followed to ensure consistency.	
The UCEDD utilizes state-of-the-art methods, including the active participation of individuals, families and other consumers of UCEDD programs and services to evaluate programs and their impact.	

VI. FISCAL

<i>Fiscal</i>	<i>Fiscal</i>
The DD Act requires that UCEDD leverage resources to carry out the core functions.	
The UCEDD shows the ability to leverage overtime funds to support the core functions.	The UCEDD shows the ability to leverage overtime funds to support the core functions.
The funds leveraged support project activities that promote the independence, productivity, integration, and inclusion of individuals with developmental disabilities and their families in communities.	The funds leveraged support project activities that promote the independence, productivity, integration, and inclusion of individuals with developmental disabilities and their families in communities.

Tab E.3 - UCEDD Best or Innovative Practices Checklist

Instructions: The elements below are criteria to use to identify a best or innovative practice. Although a practice does not need to excel in every one of the elements, it must be noticeably superior to what is regarded as common practice among grantees to qualify as a best or innovative practice. Reviewers should rely on information provided by the grantee and will need to use their personal judgment when determining if a practice does qualify as a best practice. A best practice may be a research or evaluation project, policy analysis, data assessment, outreach initiative or awareness effort. It may provide direct service or supported opportunity to people with developmental disability, indirect support to family and community care givers or interdisciplinary training for students, fellows, professionals and policymakers. It may involve leadership development, community work or clinical practice. While best practices are diverse in their workings, they share these common characteristics:

ELEMENT #1: *It reaches the population of focus*

Grantee should explain how the practice reaches the population of focus and improves the lives of people with developmental disability, who are people with severe and multiple disabilities, without regard to disability label.

ELEMENT #2: *It is an effort characterized by quality*

Grantee demonstrates how this practice rises above the routine and can be fairly characterized as an outstanding or significant achievement due to model or innovative methods which are reasonable in cost; supported by individuals, families, policymakers and professionals; easily taught; replicable and adaptable by others.

ELEMENT #3: *Its impact is measurable*

Grantee can quantify the impact on people with developmental disabilities, families, community care givers, students, fellow, professionals, direct services and policy makers. Grantee can quantify the result of the practice with respect to leadership development, community work, litigation, mediation or clinical practice. Grantee describes the impact in terms of increased services, new individual supports, additional access to enriching community opportunities, improved awareness, better compliance monitoring, new legal precedent or a trained workforce. Grantee demonstrates that impacts are sustainable.

ELEMENT #4: *It addresses the aspirations of individuals*

Grantee demonstrates how the practice supports individuals with developmental disabilities in exercising choice, self determination and control of resources and how the practice contributes to the ability of

individuals with developmental disabilities to live in the community in full and unqualified integration and inclusion with non-disabled peers and associates. The practice may, for example, provide access to safe and appropriate child care, after school services, public transportation, recreation, leisure and social activities; but it will certainly do so in the most integrated setting. It is often a practice which provides an opportunity to contribute and participate in the community, develop new friendships and lead a meaningful and productive life.

ELEMENT # 5: *It is respectful in its methods*

Grantee demonstrates how the practice reflects a social service philosophy that uses the strengths, resources and capabilities of the individual, respects the individual's dignity and priorities. It and views the individual as the primary decision maker in the service delivery process. The design, focus and direction of such a practice are derived from the involvement of people with developmental disabilities and their families. They support access to generic services rather than isolation within services specific to disability. They are cultural competent and reflect the meaningful preferences of many different communities.

ELEMENT #6: *It safeguards those it intends to benefit*

A best practice is one which is free of risk, abuse, exploitation, neglect or violation of civil rights.

Use the checklists below to describe best or innovative practices by identifying 2 or 3 of the most significant accomplishments during the past five years (or since the last MTARS visit). In your description, discuss the steps that the UCEDD took to achieve the significant accomplishment.

BEST OR INNOVATIVE PRACTICES

<i>Accomplishment</i>	<i>Description and Relevant Comments</i>
Describe accomplishment 1 – <ul style="list-style-type: none"> • Was it related to a goal in the 5-year application? • Were there barriers to its completion? • If so, how were they resolved? • What community partners were involved? • What was the impact on consumers? • What was the impact on the community and/or state? • Was the impact systemic? • Was the impact statewide? 	
Describe accomplishment 2 – <ul style="list-style-type: none"> • Was it related to a goal in the 5-year application? • Were there barriers to its completion? • If so, how were they resolved? • What community partners were involved? • What was the impact on consumers? • What was the impact on the community and/or state? • Was the impact systemic? • Was the impact statewide? 	

<p>Describe accomplishment 3 –</p> <ul style="list-style-type: none">• Was it related to a goal in the 5-year application?• Were there barriers to its completion?• If so, how were they resolved?• What community partners were involved?• What was the impact on consumers?• What was the impact on the community and/or state?• Was the impact systemic?• Was the impact statewide?	
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Tab E.4 - UCEDD Fiscal Review Checklist

I. ORGANIZATIONAL STRUCTURE

Please describe the organizational units in the University responsible for fiscal oversight of the UCEDD program:

Use the space below to list the individuals responsible for fiscal oversight of the UCEDD program:	Name of Office	Position	Contact Information

II. RISK ASSESSMENT

Review Prompt	Yes	No	N/A	Comments
Is the grantee named in pending or recent litigation? Are there pending or current disallowances from any funding source?				
Is the agency in danger of losing one or more major programs and/or funding sources?				
Are prior year costs charged to the current budget year?				
Have ADD funds been used to cover costs normally paid by other funding streams (interfund borrowing)?				
Do the core grant budget projections submitted to ADD reflect budget actuals?				
Does the grantee have a reserve account or other mechanism to pay for unanticipated expenditures?				

III. STAFF, WAGE & BENEFITS

Review Prompt	Yes	No	N/A	Comments
Does the UCEDD have a qualified fiscal manager on staff?				
Does the University have a qualified fiscal officer providing oversight on the UCEDD grant?				
Does the UCEDD maintain an accurate list of all employees on the current payroll? <i>(Please provide a copy of the UCEDD organizational chart prior to the site visit).</i>				
Who on the payroll/organizational chart is covered by the ADD core grant? <i>(Please highlight any employees on the organizational chart)</i>				
Are ADD core grant funds used to pay wages for appropriate staff positions?				
Is separation/termination of employment immediately reported to the payroll department?				
Who authorizes payroll changes? IS there an established system of checks and balances with regard to payroll changes?				
Are staff salaries and benefits reasonable and supported by appropriate wage comparability data?				
Are positions vacant for a significant period of time?				
Are benefits withheld from employees' paychecks (i.e., Federal and state taxes, health and retirement contributions) paid in a timely manner to the appropriate vendor?				
Does the agency maintain a code of conduct as part of its personnel policies and procedures? <i>(please provide a copy of the code of conduct while fiscal reviewer on site)</i>				
Are the codes periodically acknowledged by signature from all employees?				
Has there been excessive personnel turnover in key functions, such as operations and program management, accounting, or internal audit that would indicate a problem with the agency's emphasis on internal control?				

IV. INTERNAL CONTROLS

Review Prompt	Yes	No	N/A	Comments
Is the last required annual audit available and complete? If so, please provide a copy of the significant findings page prior to the site visit.				
Does the grantee have a history of repeated audit findings?				
Has the agency been cited for issues in more than one program or by other funding sources?				
Is the UCEDD reconciling financial/accounting statements monthly? If so, who does the reconciliation?				
Are there written accounting procedures? If so, are the procedures allowing the grantee to determine the necessity, allowability, allocability and reasonableness of costs as required? <i>(Please provide a copy of the accounting procedures to the fiscal reviewer during the site visit).</i>				
<p>Are ADD Core Funds being used for appropriate expenses according to ADD guidance?</p> <ul style="list-style-type: none"> ✓ ADD core funds are used to support the administration of the UCEDD core functions. ✓ Are core funds are not used to carry out the activities of other grants. ✓ ADD core funds are used to support activities of the Consumer Advisory Committee. ✓ ADD core funds are used to support travel to ADD-sponsored UCEDD meetings. 				
Are ADD Core Funds being used for appropriate expenses ACF discretionary grants requirements of 45 CFR 74 or Sec. 92.22 of 45 CFR 92?				
If the UCEDD charges indirect costs, are these costs supported by an agreement?				
Has the UCEDD/University appropriately applied the indirect cost rate?				
What percent of the indirect cost rate is returned to the UCEDD from the University?				

If there are delegate agencies, is the grantee exercising required and adequate fiscal and program oversight of the delegate? If so, please provide to the fiscal reviewer while on site a copy of a sample current contract from the request for proposal stage to the first invoice from the delegate.				
Are there safeguards in place for financial data systems in the event of data failure?				
Are all procurement transactions conducted in a manner providing for open and free competition?				

V. COST ALLOCATION

Review Prompt	Yes	No	N/A	Comments
Does the UCEDD have written allocation procedures? If so, please provide a copy to the fiscal reviewer prior to the site visit.				
Is the UCEDD using an allocation base that best measures the relative degree of benefit for all benefiting functions, including personnel? Please Note: Unacceptable methods for allocation include: <ul style="list-style-type: none"> ▪ Budget amounts ▪ Ratio of funds received ▪ Estimates of time spent of a program or activity ▪ New funds are used only for incremental cost ▪ Dividing up resources and claiming the share ▪ Concept "it is the responsibility of that program anyway, so that program should pay." 				
Does the allocation/distribution base reflect an after-the-fact determination of the actual activity?				
Is there evidence that all funding sources benefiting from the shared functions have been charged appropriately and consistently based on the methodology described in the procedures?				
Are allocated costs properly documented and do they reconcile with the proposed costs?				

VI. MONITORING

Review Prompt	Yes	No	N/A	Comments
Are there unusual and irregular end of year payments?				
Is there a method so that budgeted costs are compared with actual costs?				
For the most recent completed budget period, do budgeted expenditures and actual expenditures differ significantly?				
Does the UCEDD have inadequate supplies, materials, or outdated equipment?				
Does top-level management regularly review actual performance against budgets, forecasts, and prior period results.				
Is there evidence of ongoing planning and forecasting of financial objectives (funds)?				
How many carry over requests have been submitted in the past three years? (Please provide documentation prior to the site visit).				
What was the amount of the past carry overs?				
If the carry over funds were approved, are the funds used for the intended budget categories and in budget period? <i>(Please provide documentation of activities carried out specific to the carry over request prior to the site review).</i>				

VII. FINANCIAL PROCEDURES AND REPORTING

Review Prompt	Yes	No	N/A	Comments
Do current financial reports exist? Are they available when requested?				
Does the UCEDD/University submit accurate reports (SF-269, PMS-272; etc.) in a timely manner?				
Do agency decision-makers receive regular and timely financial statements that allow them to make sound management decisions?				
Is fiscal information being disseminated to the management staff in a timely fashion (e.g., UCEDD staff/director)?				

Does the UCEDD have procedures for programmatic and fiscal monitoring of ADD Core Grant funds?				
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ADDITIONAL DOCUMENTS TO REVIEW

CASH FLOW: Current and Prior Year Financial Statements to Determine If:

- The University is accurately covering the costs of the UCEDD Core.
- ADD funds have been drawn down without documented expenses.
- ADD funds have been drawn in excess of documented requirements.
- Prior year salaries or other expenses have been charged to the current budget year.

STAFF, WAGES & BENEFITS

- IRS 941 to determine if Federal taxes have been paid in a timely manner. If not, document the amount of the delinquency.
- IRS 990 to verify salary of top executives/officers.
- Financial statements to ensure prior year salaries or benefits have not been charged to the current budget year.
- Personnel policies and procedures to determine if employment is properly authorized. Look at the type of document, who approves it, the assignment of employee position and department (cost center) and the distribution of the authorization form?

Tab E.5 – UCEDD Program Operations and Practices Checklist for the Consumer Advisory Committee

Directions: This part of the Program Operations and Practices Checklists can be completed with members of the University Center for Excellence in Developmental Disabilities (UCEDD) Consumer Advisory Committee (CAC). **The CAC Program Operations and Practices checklist is organized into the following 5 sections:**

- 1. Member Supports**
- 2. Financial Supports**
- 3. Communication and Coordination**
- 4. Leadership Development and Orientation**
- 5. Values and Outcomes**

Each section has a series of questions. The UCEDD is not required to do all the things listed. The UCEDD may do some things that are not listed. The UCEDD may have suggestions of things that are not listed in the checklist.

1. Member Supports

The questions about member supports are separated into 4 areas:

- A. Accessibility and accommodations for meetings
- B. Cultural and linguistic diversity
- C. Childcare, respite, and personal assistance services
- D. Transportation

EXAMPLES OF MEMBER SUPPORTS:

- interpreters, alternative formats
- pre-teaching at meetings
- slower pace at meetings
- plain language, translated materials
- providing rides

Section 1: Member Supports

A. Accessibility and Accommodations

1. How does the UCEDD make sure that all CAC members can participate in meetings?
2. How does the UCEDD assess the needs of individual CAC members to ensure that meetings are accessible to all?
3. How does the UCEDD make accommodations to assist with communication needs?
4. Does the UCEDD provide sign language interpreters, closed captioning services, amplified hearing devices, or other assistive communication devices?
5. How does the UCEDD make sure that meeting materials are provided in format that everyone can understand?

For example, are materials made available in Braille, large print, or in disk formats?

6. How does the UCEDD make sure that individuals with cognitive disabilities are able to participate in the meeting?

For example, does the UCEDD provide materials in advance to allow members to understand information?

Does the UCEDD use support persons to help with preparation and understanding before and during meetings?

Does the hold separate meetings before and/or after the larger CAC meeting for individuals to develop and focus ideas?

7. Does the UCEDD develop agendas and other meeting materials using plain, simple, jargon-free language that is easily understood?

8. Does the UCEDD use pictures or clip art to assist with understanding materials?

9. Does the UCEDD maintain a pace that accommodates individual styles? Is there enough time to ask questions?

10. Does the UCEDD make CAC members feel comfortable sharing their views?

11. Does the UCEDD use an outside facilitator to monitor and promote more inclusive meetings?

12. Are meetings scheduled at a time when everyone can be there?

For example, does the UCEDD make sure that the meeting is scheduled at a time when everyone can be there?

13. Please describe any other strategies the UCEDD uses to accommodate CAC members.

Section 1: Member Supports

B. Cultural and Linguistic Diversity

Note: Cultural and linguistic diversity refers to differences such as those in language, race, ethnicity, and disability.

1. What strategies does the UCEDD use to ensure that the CAC reflects the cultural and linguistic diversity of the State?

For example, does the UCEDD have relationships within a variety of diverse communities?

2. Does the UCEDD have a plan for recruiting members from diverse backgrounds? If yes, please describe.

For example, does the UCEDD have relationships with community-based organizations that are prominent in culturally and linguistically diverse populations to find new CAC members?

3. Does the UCEDD provide training for UCEDD staff and members of the CAC so they better interact with people from diverse backgrounds?

4. Does the UCEDD provide translated materials and interpreters, as needed, for members who speak a language other than English?

5. Please describe any other strategies the UCEDD uses with diversity.

Section 1: Member Supports

C. Child Care, Respite, and Personal Assistance Services

1. Does the UCEDD make arrangements to provide childcare or respite on-site?
2. Does the UCEDD provide financial supports (e.g., reimbursements or stipends) to cover the cost of child or respite care?
3. Does the UCEDD cover the costs of personal assistance services, including their travel and other expenses?
4. Please describe any other strategies the UCEDD uses.

Section 1: Member Supports

D. Transportation

1. How does the UCEDD find out if CAC members need help with transportation?
2. If needed, does the UCEDD provide rides to CAC members to ensure they attend meetings?
3. Does the UCEDD contract with cab companies to pick up individuals from home, bus stations, or airports?
4. Does the UCEDD use other ways to meet (e.g., conference calls, regional meetings)?
5. Please describe any other transportation strategies the UCEDD uses.

Section 2. Financial Supports

The questions about financial supports are separated into 2 areas:

A. Travel and other expenses

B. Monetary compensation

EXAMPLES OF FINANCIAL SUPPORTS:

- Hotel expenses
- Meal expenses
- Taxis, shuttles or other car travel
- Cost of missing time off of work to attend committee meeting
- Stipend or honorarium

Section 2. Financial Supports

A. Travel and Other Expenses

1. Does the UCEDD have written policies with regard to the kinds of travel and other expenses will be paid for?

2. What kinds of travel and other expenses are paid for CAC members?

For example, does the UCEDD pay for hotel rooms, transportation, or food expenses?

3. Please describe any other travel and other expenses that are covered by the UCEDD.

Section 2. Financial Supports

B. Monetary Compensation

Note: Monetary compensation may be a stipend or honorarium.

1. Does the UCEDD offer CAC members any kind of monetary compensation for the time they take to attend meeting?
2. Please describe other monetary compensation strategies the UCEDD uses to support CAC member participation in meetings and activities?

Section 3. Communication and Coordination

The questions about communication and coordination are separated into 3 areas:

A. Staffing of the CAC

B. On-going communication

C. Informing CACs about UCEDD activities

EXAMPLES OF COMMUNICATION AND COORDINATION ARE:

- staff coordinator position
- listserv
- more than 2 meetings a year
- using conference calls or video conferencing
- coordinating forums on specific topics
- matching CAC members with specific projects within the UCEDD where they can play a more of a participatory role

Section 3. Communication and Coordination

A. Staffing of the CAC

1. Does the UCEDD have a staff person who plans the activities of the CAC?

2. If the UCEDD has a staff person, how is this staff person funded?

For example, are core funds used to pay for the staff position?

3. Describe other staffing strategies the UCEDD uses to support the coordination and communication of the CAC.

Section 3. Communication and Coordination

B. Ongoing Communication

1. How does the UCEDD tell members about upcoming meetings with the CAC?

For example, does the UCEDD send out information about the time and location of the meeting?

Does the UCEDD provide members with an agenda and other materials before the meeting?

2. How does the UCEDD communicate with the CAC in between meetings?

For example, does the UCEDD schedule conference calls to communicate in between meetings?

Does the UCEDD use video conferencing to communicate between meetings?

Does the UCEDD have a listserv for the Committee?

Does the UCEDD have a website for the Committee? Does the website have a message board?

3. How does the UCEDD find out about the preferred communication strategies of CAC members?
4. Does the UCEDD have more than two meetings per year?
5. Does the UCEDD have task forces within the Committee to work on issues between meetings?
6. Does the UCEDD take advantage of other statewide meetings, where CAC members may be gathered, to meet with the CAC?

Section 3. Communication and Coordination

C. Informing CACs about UCEDD Activities

1. How does the UCEDD inform CAC members about UCEDD activities related to the goals in the five-year plan?

For example, does the UCEDD schedule regular staff presentations about projects at committee meetings?

Does the UCEDD organize interactive poster sessions to allow CAC members and staff to interact around projects?

Does the UCEDD have meetings on specific topics?

2. Is staff trained on universal design principles and how to make presentations accessible?

3. Does the UCEDD schedule retreats where staff and CAC members can get to know each other, share information, and develop ideas for the future?

4. Does the UCEDD match CAC members with specific projects within the UCEDD where they can play a more of a participatory role?

5. Describe other strategies the UCEDD uses to inform CACs about UCEDD Activities.

Section 4. Leadership Development and Orientation

Leadership Development and Orientation is separated into 2 areas:

A. Leadership development

B. Orientation

EXAMPLES OF LEADERSHIP DEVELOPMENT AND ORIENTATION:

- mentoring
- opportunities to attend other meetings and conferences formal orientation
- informal opportunities to meet with staff

Section 4. Leadership Development and Orientation

A. Leadership Development

1. How does the UCEDD offer leadership development opportunities to CAC members that are emerging leaders?

2. How does the UCEDD identify and recruit emerging leaders as members of the CAC?

For example, does the UCEDD utilize self-advocacy conferences to share information about the Center and recruit individuals for the CAC?

Does the UCEDD asking more “seasoned” advocates for their recommendations?

Does the UCEDD actively recruit younger individuals with disabilities, sometimes high school and college students?

3. Does the UCEDD offer and/or support participation in formal trainings to build leadership skills? If yes, please describe.

4. Does the UCEDD mentor new members with limited experience on boards or committees? If yes, please describe.
5. Does the UCEDD offer collaborative leadership development opportunities where UCEDD faculty and staff as well as CAC members gain new perspectives and skills? If yes, please describe.
6. Does the UCEDD support member participation in other national activities and events? If yes, please describe.
7. How does the UCEDD structure meetings to build leadership skills of the CAC members?
8. Describe other strategies the UCEDD uses to build the leadership skills of CAC members.

Section 4. Leadership Development and Orientation

B. Orientation

1. How does the UCEDD plan for the orientation of new and current members of the CAC to the structure, program, projects, and activities of the UCEDD?

For example, does the UCEDD offer formal orientation sessions for new members, using appropriate and accessible materials?

Does the UCEDD utilize informal opportunities to provide information to new members about the UCEDD?

2. If the UCEDD offers a formal orientation session, does the orientation:
 - a. Outline the roles and responsibilities associated with membership on the CAC?
 - b. Introduce members to the DD Act and requirements for UCEDD programs?
 - c. Provide information about DD Council and P&A programs?

3. Does the UCEDD create opportunities for new and current members to interact either formally or informally with members of the P&A Board and DD Council?

4. Does the UCEDD schedule time for members to spend time with UCEDD faculty and staff to learn more about UCEDD projects and activities?

5. Describe other strategies the UCEDD uses to orient CAC members.

Section 5. Value

Value Placed on the CAC is separated into 2 areas:

A. Use of suggestions from CAC members

B. Feedback to the CAC

EXAMPLES OF VALUE:

- showing importance of member feedback
- giving many opportunities for members to see how their input is being used in the work of the Center.

Section 5. Value

1. How does the UCEDD show members that their input is important to the UCEDD?
2. How is the input from the CAC used by the UCEDD?

For example, are CAC members able to draw a link between their input and the activities of the UCEDD?

If recommendations have not been used, does the UCEDD offer tell the CAC why the feedback was not used?

3. Does the UCEDD add time to meeting agendas to talk about how input is being used?
4. Describe other strategies utilized to demonstrate the value of CAC members.