

CPD-IOTI Needs Assessment Process Summary

Every 5 years the CPD engages in a one-year collaborative planning study to identify statewide needs facing people with disabilities and their families. The statewide needs assessment and planning process is guided by the CPD's Consumer Advisory Council (CAC), with input from the Utah Developmental Disabilities Council (UDDC), the Utah Disability Law Center (DLC), State agencies, advocacy organizations, schools, and service providers. Self-advocates from across the state and family members also participate and provide feedback throughout the process. Other interested stakeholders and the general public are also given an opportunity to comment on the planning process and resulting work-plan prior to its adoption. The statewide needs assessment results in a five-year work-plan that guides the work of the USU CPD.

The CPD's statewide needs assessment process for 2017-2022 consisted of three discrete phases. All raw and summary data from this process are on file and available upon request.

Phase One: Preliminary Data Aggregation

The CPD's statewide needs assessment began by aggregating existing information and data reports from partners and stakeholders, in addition to collecting primary data from consumers, families, partner agencies and service providers across the state through structured interviews. Data gathered during this phase consisted of the following:

- *Individual interviews:* Structured interviews were conducted with 41 self-advocates, CAC members, parents of children with disabilities, disability service professionals, CPD Division Directors, and the UDDC and DLC executive directors. All interviews were face-to-face in the communities and/or settings in which the individual lived and/or worked. Special attention was made to gather interview data from culturally diverse populations across Utah; 17 of the 41 interviews were with individuals from diverse backgrounds who either had a disability or lived with a family member with a disability. Native speakers either administered or were available as interpreters for each interview. Five interviews were with individuals from Utah's Latino/Hispanic, American Indian, African American, Asian, and Pacific Islander communities. Another five interviews were with first generation immigrant communities mainly from Mexico and Central America, including several individuals whose legal immigration status was uncertain. Another five interviews were with individuals from refugee communities who had resettled in Utah within the past 3 years, and two interviews were with individuals who were homeless.
- *Existing Database Aggregation:* Data for the needs assessment was collected, aggregated, and analyzed from the following existing sources, reports, and databases: Utah Department of Health Survey of Children with Special Health Care Needs, Utah Department of Health Measures of Child Well-being in Utah, Utah Office of Public Health Assessment Behavioral Risk Factor Surveillance System, Utah Baby Watch Program Report, Utah Division of Services for Persons with Disabilities Employment Database, Utah Division of Substance Abuse and Mental Health Annual Reports, State Department of Special Education Survey on Perceptions of Persons with Disabilities, Utah State Office of Education State Systemic Improvement Plan, Utah State Office of Rehabilitation Services annual reports, Utah Division of Services for the Blind and

Visually Impaired annual reports, Utah Division of Services for the Deaf and Hard of Hearing annual reports, Utah Division of Services for Persons with Disabilities annual reports, Utah Parent Center annual reports, Family Voices reports, Independent Living Research Utilization project annual evaluation data, Utah Department of Transportation Open Database.

- *Partner Agency Plans:* The needs assessment also included a review of the 5-year plans from our sister organizations, the Utah Developmental Disabilities Council (UDDC) and the Disability Law Center (DLC) to ensure concordance in overall scope and focus for the final work-plan.

Data was then compared to the interview data to identify areas of commonality.

A cross-source thematic analysis of data gathered during this preliminary phase resulted in the identification of 25 key issues facing people with disabilities in Utah. Secondary coding and data reduction further refined the results and showed that aging, dental care, employment, health care, housing, mental health, transition, accessibility/transportation, and personnel development were the most common themes. Given these themes, the CPD's CAC (which includes membership from our sister organizations, the UDDC and the DLC) and CPD's Division Directors ranked the topics they believed were most critical to Utahans with disabilities. The four top-ranked responses were (1) Employment (2) Health care, (3) Mental Health, and (4) Transition.

Phase Two: Needs Refinement.

The CPD convened "enclaves" of interested faculty, staff, and CAC members from across CPD programs to gather additional focused data on the four primary needs identified in Phase One. The purpose of these enclaves was to distill the identified needs into actionable goals in the context of current research and policy. Enclaves also gathered additional data from the community to refine work-plan objectives and activities. Each enclave engaged in four additional data-gathering activities focused on their assigned area of need:

- *Key informant interviews.* For example, the Mental Health Enclave, obtained key informant interviews from the following: two parents of individuals with developmental disabilities and mental health issues (dual diagnosis); one individual with a disability who accesses mental health services; two individuals with disabilities and mental health issues who have no access to mental health services; the director of Utah's Division of Substance Abuse and Mental Health; clinical directors from 3 State mental health regions; the director of the Division of Services for Persons with Disabilities; two primary care physicians; twelve mental health professionals; one group home provider; the director of Citizens Against Physical and Sexual Abuse; and department heads for Psychology, Social Work, and Nursing at Utah State University. Each of the four enclaves engaged in a similarly extensive interview processes.
- *Administration of a statewide online survey.* Topical enclaves developed an accessible online survey in both English and in Spanish that addressed specific needs in each of the four primary focus areas identified in Phase One. The survey was reviewed and beta tested by CPD CAC before statewide administration. The survey was open for 3 weeks in September 2016. A copy of the survey can be found by going to

https://usu.co1.qualtrics.com/jfe/form/SV_9XEKOnQugXP3tCB. 285 respondents from 19 of Utah's 29 counties (representing urban, suburban, and rural counties) participated in the survey. Respondents were predominantly white (93%), and 50% were aged 30-49. 11% identified as having a disability, 30% identified themselves as being a family member of an individual with a disability, and 34% of the sample identified as a professional working for a disability-related agency or organization. In addition to close-ended question responses, participants provided 143 individual comments to open-ended questions. For any given topical set, the user could opt in or out of answering questions, so they did not have to engage in a topic that was not of interest to them. The topic "Transition" had 145 unique respondents, who made 49 comments; "Health care" had 136 unique respondents, who made 12 comments; "Employment" received 123 unique respondents with 17 comments; and "Mental Health" received 144 unique respondents who made 65 comments. Quantitative and qualitative analysis was performed and data summaries from this online survey were presented to each enclave for their review and consideration in defining goals, objectives, and activities around each topic. The comprehensive survey data summary is available on request.

- *Statewide call-in focus groups.* Each topical enclave facilitated two call-in focus groups. One focus group was held during lunch and one in the evening on any single topic to increase the ability of Utahans to participate at a time convenient to them. Participants called in via toll-free number and were asked to share their experience with disability issues in the relevant area of need. Participants were also asked to identify things that are working with respect to each identified need area. Focus group responses were summarized by the focus group chair, and reviewed by the enclave.
- *Face to face focus groups.* In order to ensure participation from culturally diverse populations, the CPD Diversity Specialist invited members of different cultural communities to face-to-face focus groups (three total). This activity was co-sponsored by the Utah Developmental Disability Council and results of this activity were also used to inform the UDDC annual work-plan. Focus group participants included members of the Latino/Hispanic and refugee communities in both urban and rural areas of Utah. Focus group discussions centered on the four identified needs from Phase One (Employment, Health care, Mental Health, and Transition). Summary data from these focus groups were provided to each enclave for their planning purposes.

Each enclave analyzed these extensive data sets from Phase One and Phase Two and made preliminary recommendations for action that were crafted into an early draft of the 5-year work plan. In addition to the four initial needs areas identified in Phase One, the secondary data collection and analysis process resulted in the identification of two additional areas of need (Personnel Development and Accessibility) that were added to the final goals in the 5-year work-plan.

Phase Three: Recommending and refining goals, objectives, and activities.

Early drafts of the goals, objectives, activities, timelines, and outcomes were reviewed by the CPD CAC for accuracy and fidelity to the data, and adherence to UCEDD core function areas. Eleven (11) CAC participants (of 15 total) provided input during the initial work-plan review meeting; two additional members sent feedback via email. Directors of the UDDC and DLC are

members of the CPD CAC and participated in this review process, and focused specifically on how the draft goals and objectives aligned with the work-plans from their respective organizations. After further revision to reflect CAC feedback, the draft work-plan was made available on the CPD website for a public comment period of one month.

The following table provides a summary of the CPD’s 2017-2022 goal areas and agencies that participated in the needs assessment process and are collaborating with the CPD on specific activities in these goal areas.

Table 1: 2017-2022 Goal Areas and Collaborating Agencies

Goal Area	Collaborating Agencies
Health	<p>USU: Departments of Special Education and Rehabilitation; Communicative Disorders and Deaf Education; Psychology; Landscape Architecture and Environmental Planning; Sociology, Social Work, Nutrition Sciences; Teacher Education and Leadership; Family, Consumer, and Human Development; Nursing and Health Professions; Kinesiology and Health Science. Other University Partners: University of Utah School of Medicine, Department of Pediatrics; University of Utah; Brigham Young University; University of Idaho; University of Wyoming; Montana State University, North Dakota State University State Agencies: UT Department of Health-Bureau of Children with Special Health Care Needs and Bureau of Health Promotion; Division of Medicaid and Health Financing; Department of Workforces-Office of Rehabilitation, State; Division of Services to People with Disabilities Other State and Local Entities: State Utah Developmental Disabilities Council; Disability Law Center; Utah Association of Independent Living Centers; People First; Options for Independence; Developmental Skills Laboratory and TURN (local DD providers), UT Family Voices; Legislative Coalition for People with Disabilities; Utah Autism Council; Utah Parent Center; Holy Cross Ministries; South Main Community Health Center; Refugee and Immigrant Center-Asian Association of UT; Catholic Community Services; Utah Coalition of Care Coordinators Network</p>
Mental Health	<p>USU: Departments of Special Education and Rehabilitation; Communicative Disorders and Deaf Education; Psychology; Sociology, Social Work and Anthropology; Family, Consumer, and Human Development; Nursing and Health Professions. Department of Music (Music Therapy program). Other University Partners: University of Utah State Agencies: Department of Human Services-Division of Services to People with Disabilities, Division of Substance Abuse and Mental Health Other State and Local Entities: Utah Developmental Disabilities Council; Disability Law Center; Utah Association of Independent Living Centers; People First; Options for Independence; Developmental Skills Laboratory and TURN (local DD providers), UT Family Voices; Legislative Coalition for People with Disabilities; Utah Autism Council; Utah Parent Center; Holy Cross Ministries; South Main Community Health Center; HOME Neurobehavioral Program</p>

Goal Area	Collaborating Agencies
Employment	<p>USU: Departments of Special Education and Rehabilitation; Family, Consumer, and Human Development; Other University Partners: Utah Valley University- Accessibility Services; Weber State University- Access Center State Agencies: Department of Workforce Services-Office of Rehabilitation, Division of Service for the Blind and Visually Impaired, Sanderson Center for the Deaf and Hard of Hearing; Division of Services for People with Disabilities; Division of Substance Abuse and Mental Health; Other State and Local Entities: Utah Developmental Disabilities Council; Disability Law Center; Utah Statewide Independent Living Council, Association of Independent Living of Utah; Utah Legislative Coalition for People with Disabilities; Utah Parent Center; Brain Injury Alliance of Utah; Utah Employment Partnership, Utah Center for Assistive Technology</p>
Transition	<p>USU: Departments of Special Education and Rehabilitation; Family, Consumer, and Human Development; Psychology; Communicative Disorders and Deaf Education, Health, Physical Education and Recreation; Disability Resource Center; Student Support Services; Housing, Conference Services; Other University Partners: Utah Valley University- Accessibility Services; Weber State University- Access Center State Agencies: State Board of Education; Department of Workforce Services-Office of Rehabilitation; Other State and Local Entities: Utah Developmental Disabilities Council; Utah Statewide Independent Living Council, Association of Independent Living of Utah; Utah Legislative Coalition for People with Disabilities; Common Ground Outdoor Adventures; Individual School Districts</p>
Personnel Development	<p>USU: Departments of Special Education and Rehabilitation; Other University Partners: BYU, University of Utah State Agencies: Utah State Board of Education; Utah Department of Montana Office of Public Instruction; North Dakota Department of Public Instruction; South Dakota Department of Education; Iowa Department of Education; Kansas Department of Education; Nebraska Department of Education; New Mexico Public Education Department; Utah Parent Center; Utah Center for Technology Assistance; Northern Utah Education Services Center; Central Utah Educational Services Center; Southern Utah Educational Services Center; Division of Vocational Rehabilitation Services; Utah State Equity Office; Utah Disability Law Center; Utah Special Education Advisory Panel (IDEA part B); Interagency Coordinating Council (IDEA Part C) Other State and Local Entities: All UT LEAs, and LEAs in 25 other states.</p>

Goal Area	Collaborating Agencies
Accessibility	<p>USU: Departments of Computer Science, Business Information Systems, and Instructional Technology, Special Education and Rehabilitation, Landscape Architecture, Mechanical Engineering Other University Partners: Central IT, Web Accessibility Committee, Disability Resource Center State Agencies: Utah State Board of Education, State of Utah IT; Utah Department of Technology Services, Utah State Office of Rehabilitation, Department of Workforce Services, Division of Services for the Blind and Visually Impaired, Sanderson Center for the Deaf and Hard of Hearing, Utah Center for Assistive Technology, Disability Law Center Other State and Local Entities: University of Utah, Weber State University, Salt Lake Community College, Southern Utah University, Utah Valley State University, Dixie State University, Chamber of Commerce, Utah Centers for Independent Living, Area Agency on Aging, Shriners’ Hospital, LDS Charities.</p>