**About DC’s University Center for Excellence in Developmental Disabilities (UCEDD)**

Adapted from: http://www.gucchdgeorgetown.net/

**About Us**

The [Developmental Disabilities Assistance and Bill of Rights Act of 2000](http://www.acf.hhs.gov/programs/add/ddact/DDACT2.html), P.L. 106-402, authorizes the [University Centers for Excellence in Developmental Disabilities, Education, Research and Service](http://www.aucd.org/template/page.cfm?id=24) (UCEDD). The University Centers for Excellence in Developmental Disabilities, Education, Research and Service (UCEDDs) are funded through the Administration on Developmental Disabilities (ADD) to provide leadership, advise federal, state and community policy makers about, and promote opportunities for people with developmental disabilities and their families.

The [Georgetown University Center for Child and Human Development](http://gucchd.georgetown.edu/) is the UCEDD for the District of Columbia and was established nearly four decades ago.

** UCEDD Four Core Functions as Outlined in the Act**

**Interdisciplinary Pre-service Preparation & Continuing Education**
UCEDDs provide interdisciplinary pre-service preparation and continuing education for 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.

**Community Services**
UCEDDs provide training, technical assistance, for individuals with developmental disabilities, their families, professionals, paraprofessionals, policymakers, students and other members of the community. Additionally, UCEDDs provide services and supports through demonstration and model activities.

**Research**
UCEDDs conduct basic or applied research, evaluation and the analysis of public policy in areas that could affect individuals with developmental disabilities and their families.

**Dissemination of Information**
UCEDDs disseminate information on the broad range of issues that impact the lives of individuals with developmental disabilities and their families. This includes information on the expertise and activities of the UCEDD network to diverse audiences in a variety of settings.

|  |  |
| --- | --- |
| **bullet** | **About the Georgetown University Center for Child and Human Development UCEDD** |

The [GU-UCEDD](http://www.gucchdgeorgetown.net/ucedd/documents/gucchd.ucedd.bro.BL%20FiINAL.pdf) is committed to exemplary principles and practices in the development, implementation, and evaluation of all core functions and related activities which include:

* consumer and family-directed,
* interdisciplinary,
* accessible, and
* culturally and linguistically competent.

Creating and maintaining collaborative partnerships with and on behalf of people with developmental and other disabilities, and their families, is an essential element in all core functions. The [GU-UCEDD](http://www.gucchdgeorgetown.net/ucedd/documents/gucchd.ucedd.bro.BL%20FiINAL.pdf) promotes capacity building within the diverse network of individuals, programs and organizations concerned with developmental and other disabilities at the local, state, national levels and international levels. The GU-UCEDD provides knowledge and leadership in the development of policy that impacts systems of services and supports for individuals with developmental and other disabilities and their families.

The GU-UCEDD has a long history of providing an array of community services and supports to the District's most vulnerable populations. The GU-UCEDD has devoted a significant portion of its resources to address the multiple needs of these populations and the personnel and agencies that serve them.

|  |  |
| --- | --- |
| **bullet** | **The Consumer Advisory Council** |

The Developmental Disabilities Assistance Bill of Rights Act of 2000, Section 154 (E) requires that the UCEDD establish a Consumer Advisory Council (CAC) of which a majority of members should be individuals with developmental and related disabilities and their family members.  In addition, the CAC should have representatives from the State protection and advocacy system, the State Council on Developmental Disabilities,  self-advocacy organizations, parent training and information organizations,  assistive technology centers, and other community groups concerned with the welfare of individuals with developmental disabilities and their families.  It also must reflect the racial and ethnic diversity of the State.

The CAC consults with the Direction of the Center regarding the five year plan, its annual review and renewal.  The CAC comments on the progress of the Center in meeting the goals in the plan and make recommendations for revisions. The CAC must meet at least twice per year.