

Excerpts from UCEDD Plan 2011 ADD Guidance Document

The purpose of the DD Act of 2000 is 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 [Section 101(b)]. To achieve this purpose, the DD Act of 2000 authorizes under subtitle D the National Network of University Centers for Excellence in Developmental Disabilities Education, Research, and Service to engage in systemic change, capacity building, and advocacy activities to improve the lives of individuals with developmental disabilities and their families and enhance participation in community life in the State.

According to Section 153 (a)(1) of the DD Act of 2000, UCEDDs are funded to provide leadership in, advise Federal, State, and community policymakers about, *and promote opportunities for individuals with developmental disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life.* UCEDDs are defined as interdisciplinary education.

ADD seeks to support and accomplish the following: **Support the increasing ability of individuals with developmental disabilities to exercise greater choice and self-determination, and to engage in leadership activities in their communities...**

The goal-related activities must be:

1. Based on data-driven strategic planning;
2. Developed in collaboration with the CAC;
3. Consistent with, and to the extent feasible, complement and further the State Developmental Disabilities Council goals contained in the State plan, the goals of the State Protection and Advocacy System and the other University Center(s) in the State; and
4. Reviewed and revised annually, as necessary, to address emerging trends and need.

The Project Description

Part I: The Project Description Overview

General Expectations and Instructions

Project Summary/Abstract

Objectives and Need for Assistance

Approach

A. Five-Year Plan

The application for core funding must describe a five-year plan for meeting the purpose of the DD Act of 2000. The plan must outline a projected measurable goal for one or more area(s) of emphasis (e.g., quality assurance, education and early intervention, child care, health,

employment, housing, transportation, recreation, and other services available or offered to individuals in a community, **including formal and informal community supports, that affect their quality of life**) for each core function. The five-year plan must describe how the goals and the goal-related activities:

- Are based on data-driven strategic planning;
- Were developed in collaboration with the CAC;
- Are consistent with, and to the extent feasible, complement and further the State Developmental Disabilities Council goals contained in the State plan, the goals of the State Protection and Advocacy System, and the other UCEDD(s) in the State;
- Will be reviewed and revised annually, as necessary, to address emerging trends and needs; and
- Will be implemented in a manner consistent with the objectives of the DD Act.

Interdisciplinary Pre-service Preparation and Continuing Education includes the preparation and continuing education of students and fellows representing leadership, direct service, clinical, or other personnel to strengthen and increase the capacity of States and communities. Interdisciplinary Pre-service Preparation and Continuing Education is a formal training program that usually takes place in an academic setting or program and (a) leads to the award of an initial academic degree or certificate; (b) includes internship, practicum, fellowship, or residency activities; or (c) represents advancement in academic credentials through a course of study. UCEDDs must demonstrate in the application how they will promote recruitment efforts that increase the number of individuals from culturally and linguistically diverse backgrounds working with people with developmental disabilities and their families in disciplines related to pre-service training, community training, practice, administration, and policymaking. **The application should describe the role of individuals with developmental disabilities and family members in the training program (e.g., serving as lead instructors, co-instructors, curriculum developers).** The application should describe how the training program offers an interdisciplinary approach to teaching and learning, which may include the use of a core curriculum.

Community Services include the provision of training, technical assistance, and/or demonstration and model activities of services, supports and assistance for individuals with developmental disabilities, their families, professionals, paraprofessionals, policymakers, students, and other members of the community. Community services provide education and support activities so communities can be accessible and responsive to the needs of individuals with developmental disabilities and their families. **Community services also work towards creating communities that are enriched by the full and active participation and contributions of individuals with developmental disabilities and their families in community activities.** Community services promote the inclusion and integration of individuals with developmental disabilities and families in all aspects of community life through the delivery of programs, projects, activities, and services in community-based settings rather than academic or traditional clinical settings...

Research includes 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. To the extent possible, UCEDDs should seek to include people with developmental disabilities and their families, including those from culturally and linguistically diverse groups, as active participants in the research process thereby ensuring that these individuals and their families contribute to the development, design, and implementation of research activities, as well as the dissemination of research information.

Information Dissemination includes the distribution of knowledge that demonstrates the UCEDD Network as a national and international resource with substantive areas of expertise that may be accessed and applied in diverse settings and circumstances. The UCEDD should educate and disseminate information related to the purpose of the DD Act of 2000 to the legislature of the State in which the Center is located and to members of Congress from the State. UCEDDs should strive to translate research into practice in the dissemination of information. Information should be developed and disseminated using principles of universal design to ensure that resources are available in multiple accessible formats and in a culturally competent manner. UCEDDs should include people with developmental disabilities and families, including those from culturally and linguistically diverse backgrounds, in the development of products and resources that are disseminated.

B. Organizational Structure and Experience

Description of the organizational structure of the UCEDD, including an organizational chart and a conceptual overview of the program framework....The application should explain how the UCEDD will:

- Maintain the faculty and staff necessary to support the functions and purposes of the UCEDD;
- Allocate adequate staff time to carry out activities related to each of the four core functions (section 154(a)(3)(G)(ii)); and...
- Take affirmative action to employ and advance in employment qualified individuals with developmental disabilities (section 107).

C. Consumer Advisory Committee (CAC)

The applicant must describe how the UCEDD will maintain a CAC that reflects the racial and ethnic diversity of the State. The description should include how the majority of members are individuals with developmental disabilities and family members of such individuals.

D. Coordinated Activities with the State Developmental Disabilities Network

E. Program Accountability

F. DD Act Assurances

Evaluation

Logic Model

Organizational Capacity

Third-Party Agreements

Letters of Support

Budget and Budget Justification