

# WELCOME

2020 UCEDD TA Institute

March 11-12

# Getting Oriented

- Meeting materials available on [the webpage](#)
- Reviewing [the agenda](#)
  - Where We've Been
  - How We Do It
  - Where We Are
  - Directors Retreat: Where we are going
- Understanding the virtual space



# Virtual Meeting Etiquette

- Introduce yourself in the chat box
- Mute yourself unless speaking
- Never put us on hold
- Share your video whenever possible
- Chats can be directed to the entire group, to the hosts, or to any individual participant.
- Raise your hand or type a chat to ask questions during Q&A or moderated discussions.



- 2020 TA Institute Planning Committee
  - Carol Curtin (MA)
  - Lori Garnes (ND)
  - Ilka Riddle (OH)
  - David Rotholz (SC)
  - Maureen Van Stone (MD)
  - Derrick Willis (IA)
  - Patricia Morrissey (HI)
  - Sachin Pavithran (UT)

Facilitated by  
Dorothy Garcia





# TA Updates

- New [URC Website](#)
- [Charting Your Course](#): Toolkit for New Directors
- NIRS Import/Export Function
- Spanish Language Caucus
- Coming Soon: NIRS Online Learning Modules

\*See handout: TA Updates

# Keynote

**Julie Hocker**

Commissioner, Administration on  
Disabilities, Administration on  
Community Living



# Administration for Community Living

*ACL UPDATES*

**UCEDD TA Institute**

Administration on Disabilities

March 11, 2020

**Advancing independence, integration, and inclusion throughout life**

# AOD PRIORITIES

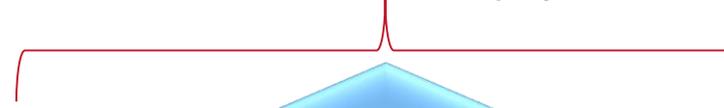


# AoD Priority Areas

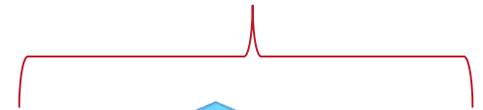


# Healthy Living with a Disability

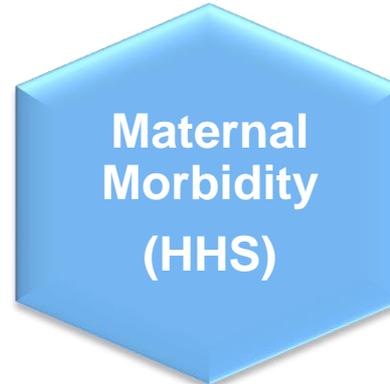
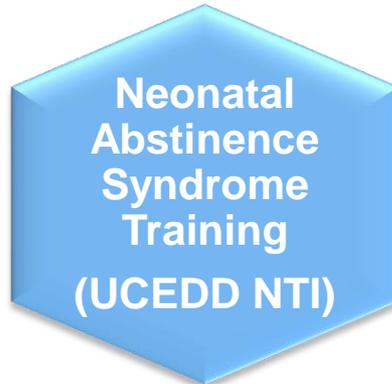
Health/Health Equity



Health/Welfare



Living Well with TBI



# AoD Programs Supporting Healthy Living with a Disability

- Center for Human Dignity at the University of Cincinnati
- Living Well grants
  - UCEDDs: GA, NH, MO, VA, ID
  - DDCs: WI, AK
- NAS - Supporting Children of the Opioid Epidemic (SCOPE)
  - UCEDDs: WY, OH, University of Cincinnati, Nisonger Center
  - NEW** State Teams KT, Bronx NY, NH, ME, SD, MN, GA ST, CO, ND, UT
- The Mental Health and Developmental Disabilities (MHDD) National Training Center: KY, AK, UT UCEDDs
- ID/DD Data Initiative

# AoD Programs Supporting Healthy Living with a Disability- UCEDDs

- The Westchester NY UCEDD
  - WIHD Dental department provides comprehensive dental services for children and adults w/DD. The UCEDD serves 1600 patients or 7,000 visits annually. Program includes a Mobile Dental Van outreach program. It serves agencies & group homes in the Hudson Valley, NY. Decreased the 3-4 month waiting time; recruited more providers and hospitals to serve individuals with developmental disabilities in need of dentistry.

# AoD Programs Supporting Healthy Living with a Disability

- The Virginia DD Council worked to improved the state's contract with managed care organizations (MCOs), including
  - (i) requiring MCO policies/procedures to include intermediate steps to address emerging issues prior to resorting to involuntary disenrollment from consumer-directed services, and
  - (ii) identifying members who had recently transitioned from ICF/IIDs to the community as a priority population for MCOs to target in their programs addressing social determinants of health

# AoD Programs Supporting Healthy Living with a Disability

- Across Wisconsin, oral health access is limited for low-income, rural, and underserved populations. People with I/DD are an underserved population, and many (44%) are also low-income and live in rural areas with limited service capacity.
  - The Wisconsin DD Council joined with other disability, aging and poverty-prevention groups to provide education on legislation that would allow dental therapists to provide preventative dental care under the supervision of a dentist.
  - This legislation will result in more dental therapists being able to provide dental care to people with I/DD thus resulting in fewer cases of gum disease, tooth extractions and other illness.

# AoD Programs Supporting Healthy Living with a Disability

- Disability Rights Wisconsin successfully advocated for the preservation of the freestanding, fully self-directed long term support HCBS waiver program known as IRIS and for the managed long term care HCBS program known as Family Care. The Department of Health Services embarked on a redesign of Wisconsin's adult long term support system that would have combined the Family Care and IRIS programs into one program that would integrate acute and primary care and long term care services.
- Disability Rights Maryland maintains the Helping Obtain Medicaid Essential Services (HOMES) program which provides legal assistance for adults and children with DD who have been denied and experience other access barriers to the health care services they need and are entitled to under Maryland's Medical Assistance (Medicaid) program. It offers:
  - Individual client representation; recruitment, training, referrals and technical assistance to pro bono attorneys who also provide legal assistance to people with disabilities in Medicaid appeals;
  - Community outreach and education;
  - Dissemination of written materials; and
  - Systemic advocacy to eliminate common system-wide access barriers that result in multiple service denials.

# Healthy Living - Collaboration

- University of Montana Rural Institute, UCEDD/Ability360
  - Living Well with a Disability is an evidence-based, peer-led self-management program that helps participants to set and reach quality-of-life goals by developing a healthy lifestyle. RTC: Rural provides training and certification for Centers for Independent Living (CILs) to conduct the workshops, and we have trained over 1,000 facilitators in 47 states.
  - Ability360 (Phoenix, AZ CIL) partnered with APRIL and University of Montana to participate in the Living Well project and offer the trainings.

# Healthy Living – Collaboration

- DD Networks – Disaster preparedness, Waiting List reductions, maternal and child health, Healthcare transition, Autism Services
- Federal – ID/DD data: CDC (NCHS, NCBDDD), CMS, ASPE, OMH on; HHS Workgroup on Maternal Morbidity (ASPE)

# Protecting Rights and Preventing Abuse



# Protection Rights and Preventing Abuse – Supporting Decision Making

- Planning grants supporting three states to engage in a year of planning for future state-based collaborative projects to make progress in strategies and facilitate decisional supports for all adults
- As a result of these planning grants, States will have action plans for advancing strategies that will ensure self-determination of older adults and adults with intellectual and developmental disabilities (I/DD) through the use of a full range of decisional supports
- Grant recipients: MO and KS UCEDDs, IN P&A

# Living Well-Model Approaches for Enhancing the Quality, Effectiveness and Monitoring of Home and Community Based Services for Individuals with Developmental Disabilities

*Two inter-related core components for enhancing and assuring the independence, integration, safety, health, and well-being of individuals living in the community:*

## Community Monitoring:

*Reduce abuse and neglect of people with developmental disabilities*

## Community Capacity Building:

- *Supporting DSPs*
- *Leadership of individuals with ID/DD & families*
- *Evidence-based & promising practices*

# Protecting Rights and Preventing Abuse

- Disability Rights New Jersey Abuse and Neglect Review Team, a multi-disciplinary and multi-program team reviews any allegations including all deaths that occur in the state Psychiatric hospitals and developmental centers.
- The Utah Disability Law Center is part of the End Violence Against People with Disabilities Collaboration. This group developed a training to educate parents on recognizing and responding to abuse.

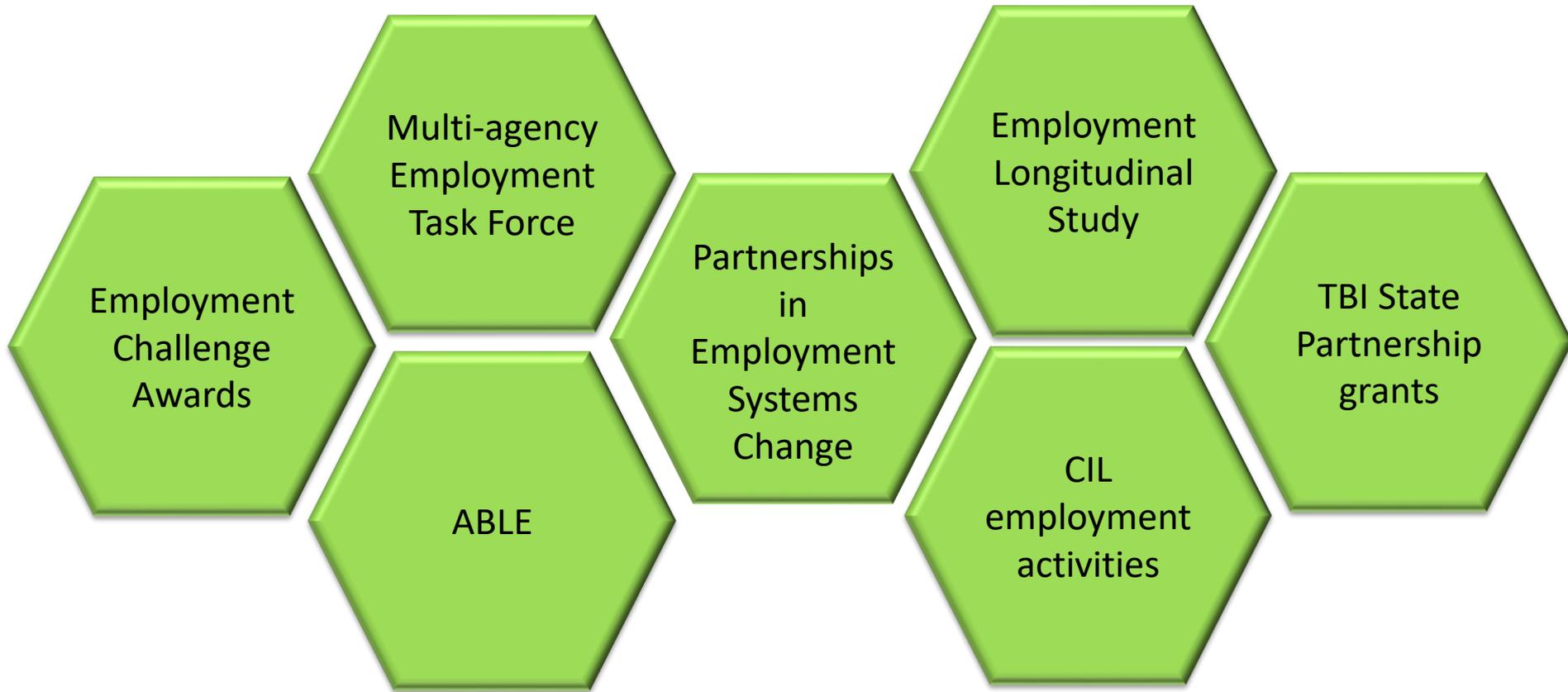
# Protection Rights and Preventing Abuse

- The Kentucky P&A Investigative, Abuse, and Neglect (IAN) team reviewed a total of twenty five Type A/B Citations, incident reports, and other notices of alleged abuse/neglect/exploitation. Of those, seven were referred to for primary or secondary cases. The IAN team meets weekly to review anything P&A has received or has seen through media.

# Protection Rights and Preventing Abuse – Collaboration

- **DD Network** – Children’s Justice Task force, Positive Behavioral Support, Trauma Informed Care, restraint and seclusion
- **Federal** – AoA, CMS, OCR, OIG on Living Well projects, supporting decision making and P&A

# Achieving Economic Security and Mobility



# AoD Programs Supporting Economic Security and Mobility

- Challenge competition
- PIE grants
  - UCEDD: CA - UCLA, NY - Rochester, MO, TN – Vanderbilt, HI, KY
  - DDCs: WI, AK
- TBI State Partnership grants
  - 4 states: GA, NH, MO, VA, ID

# AoD Programs Supporting Economic Security and Mobility-UCEDDs

- **The University of South Florida UCEDD**

The Learning Academy (TLA) is a customized transition program that assists in preparing young adults diagnosed with autism for employment. To date, 72% of TLA participants have become employed.

- **Vanderbilt UCEDD**

Transition Tennessee offers online and in-person resources to prepare transition-age youth with disabilities for life outside of high school including gainful employment and full community inclusion. It is a project of Vanderbilt University and the Vanderbilt Kennedy Center, with collaboration between the Tennessee DD Network including Boling TN UCEDD, Tennessee Department of Education, Vocational Rehabilitation, and TennesseeWorks.

# AoD Programs Supporting Economic Security and Mobility

- CA-Tarjan Center UCLA, UCEDD

PEERS College to Career Transition Program is a program for adults with ASD, PEERS in the Workplace. This program is being developed by the PEERS Clinic and aims at improving employment outcomes for young adults with ASD. The program is based on empirically validated social skills taught in the PEERS for Young Adults curriculum, one of the only evidence-based social skills interventions for adults with ASD, in combination with new material focused on skills needed to gain and maintain meaningful, competitive employment.

# Achieving Economic Security and Mobility

- The TX DD Council educated lawmakers and legislators regarding sub-minimum wage for employees with developmental disabilities. The state eliminated this practice and Texas will no longer contract with companies for goods or services provided by employees with developmental disabilities who were paid less than a minimum competitive wage.

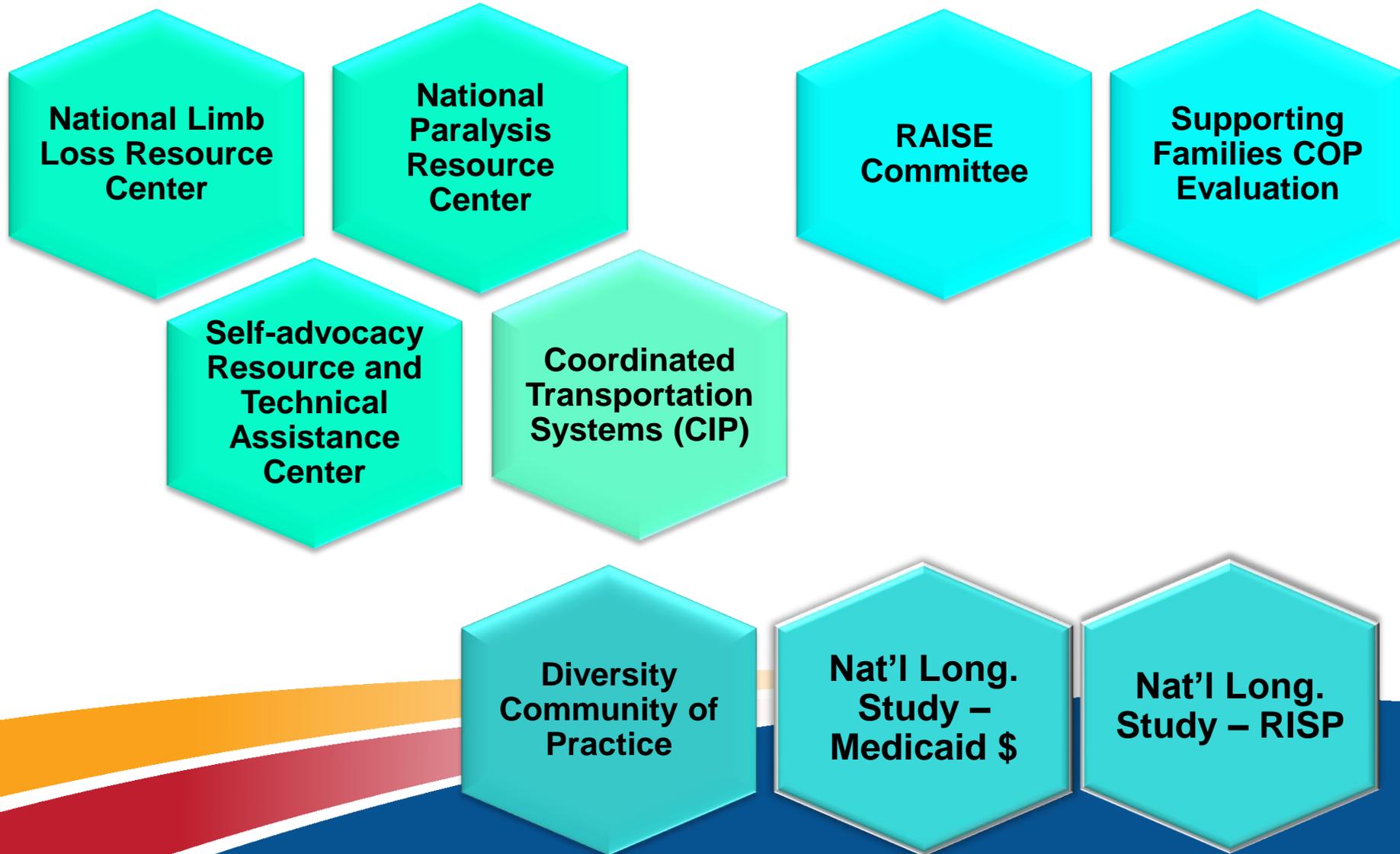
# Achieving Economic Security and Mobility

- The AL P&A provided technical assistance to the Director of Regional ARC regarding the Lane v. Brown settlement agreement that vindicated the civil rights of individuals who were unnecessarily segregated in sheltered workshops. The P&A also provided information on work incentives and other programs available to assist individuals in preparing for and working in community settings.

# Achieving Economic Security and Mobility – Collaboration

- **DD Network** – Employment First, removing sub-minimum wages, customized employment, youth transition
- **Federal** – ACL Interagency Employment Task Force and NCD ABLE Interagency Committee

# Empowering Individuals, Families, and Communities



# AoD Programs Empowering Individuals, Families, & Communities

- The Self-Advocacy Resource and Technical Assistance Center (SARTAC):
  - Recent resources developed by SARTAC include the easy read toolkit ‘Real Work for Real Pay’.
  - They also have an active Facebook page with stories posted.
  - SARTAC continues to support fellows, with the 3rd cohort of six fellows selected
- The Paralysis Resource Center had its first ever Reeve Summit
- In 2018, CILs provided more than 834,000 instances of core services, which include:
  - Information and referral services
  - Independent living skills training
  - Peer counseling
  - Individual and systems advocacy
  - Services that facilitate the transition from institutions to community living, diversion from institutions to community living, and transition of youth from secondary education to post-secondary life.

# AoD Programs Empowering Individuals, Families, & Communities

- University of Massachusetts, Children's Hospital Center Future Quest Island
  - Incorporates (FQI) an accessible, web-based, professional development tool and Teacher Toolkit to disseminate resources to middle school teachers on how to use this FQI effectively to embed technology into the middle school curriculum.
  - Think College and Career Island is being designed to support the development of college and career readiness for middle school youth with (and without) disabilities, through activities that promote student self-discovery, advocacy, exploration, organization, and technology literacy skills.
  - The FQI website will be accessible to a wide range of users and will feature standards-based lesson plans highlighting specific transition objectives and outcomes.

# AoD Programs Empowering Individuals, Families, & Communities

- The Council partnered with MA Advocates for Children, MA Advocates Standing Strong, and the Federation for Children with Special Needs on trainings targeted towards cultural diverse populations. These trainings focused on improving and understanding the parent and student role in the IEP process.

# AoD Programs Empowering Individuals, Families, & Communities

- Disability Rights Wisconsin represented a seven-year-old boy with microcephaly in a hearing to overturn Medicaid's decision to approve physical therapy only once per week, rather than the twice weekly sessions requested by his provider. This was the tenth appeal by the boy's parents of a speech or physical therapy denial since their son had turned 3 years old. DRW had provided self-advocacy support to the parents in the past and they had prevailed in all but the first of their appeals. But this time Medicaid overwhelmed them with documentation and brought two therapists to the hearing. DRW prepared the parents and physical therapist for the hearing and appeared on their behalf. The judge again ruled in favor of the child, rejecting completely the duplicative and redundant arguments proffered by Medicaid that the services were not medically necessary.
- The GA P&A attended three separate "Crisis System Listening Tours" in Georgia to support advocates and families/caregivers to their express concerns and personal stories to the Department of Behavioral Health and Developmental Disabilities (DBHDD) regarding ongoing issues with the Department's Crisis Line, GCAL (Georgia Crisis Access Line), in response to people with I/DD.

# Empowering Individuals, Families, & Communities - Collaboration

- **DD Network** – Advocacy around Supported Decision Making, Guardianship, voting access
- **Federal** –
  - ACL is part of the Coordinating Council on Access and Mobility (CCAM) and the Interagency Autism Coordinating Committee (NIH)
  - ACL collaborates on the HCBS settings rule with CMS – DEHPG)
  - ACL is a member of the ASPE Leadership Council for the PCOR Trust Fund
  - ACL continues to partner with ACF

# Operational Excellence

- DD Act Team
- IL Monitoring – (COMP)
- DD Monitoring – Quality Review System (QRS)

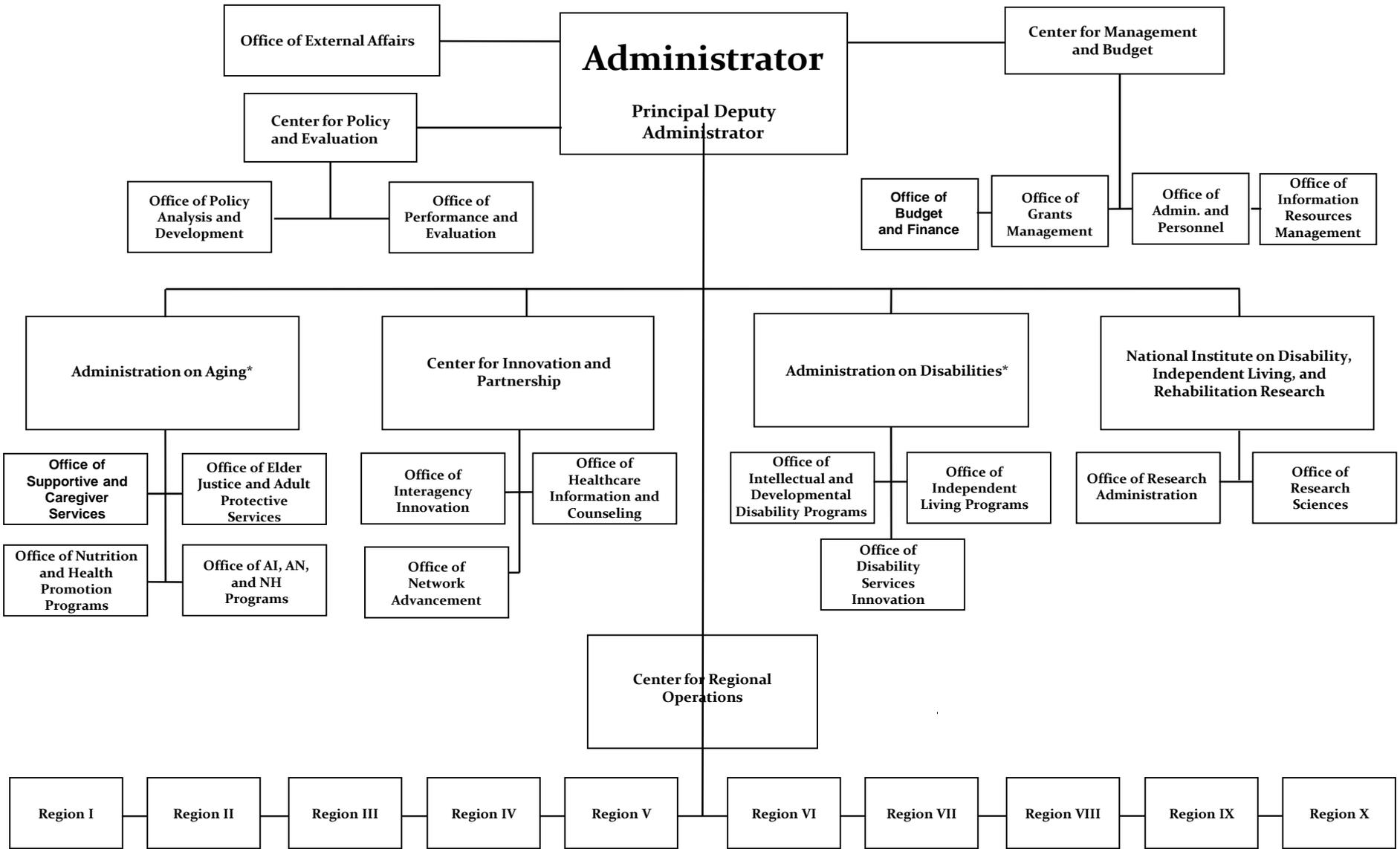
# 60-day FRN 0985-0030 published March 4

## The current UCEDD PPR data collection approval expires on May 31, 2020.

- Under the Paperwork Reduction Act of 1995 (the PRA), Federal agencies are required to publish a notice in the **Federal Register** concerning proposed collection of information, including **each proposed extension of an existing collection of information**, and to allow 60 days for public comment in response to the notice.
- This notice solicits comments on the Proposed Extension with revision and solicits comments on the information collection requirements related to the University Centers of Excellence in Developmental Disabilities (UCEDD) Education, Research and Service final 5-year report-an addition of PPR data collection to include 5-year cumulative data collection. An additional 50 burden hours was estimated in this FRN for your comment.

# ORGANIZATIONAL UPDATES

# ADMINISTRATION FOR COMMUNITY LIVING ORGANIZATIONAL CHART



\* The Administration on Aging is headed by the Assistant Secretary for Aging, who is also the ACL Administrator. The Deputy Assistant Secretary for Aging supports the Assistant Secretary in overseeing the Administration on Aging. The Deputy Assistant Secretary for Aging also serves as the Director of the Office of Long-Term Care Ombudsman Programs consistent with Section 201 of the Older Americans Act.

\*\* The Administration on Disabilities is headed by a Commissioner who also serves as: the Commissioner of the Administration on Intellectual and Developmental Disabilities; and the Director of the Independent Living Administration, reporting directly to the ACL Administrator in carrying out those functions, consistent with Section 701A of the Rehabilitation Act.

# AoD Leadership

- **Julie Hocker**, Commissioner
- **Jennifer Johnson**, Deputy Commissioner and Director, Office on Disability Service Innovations
- **Allison Cruz**, Acting Director, Office on Intellectual and Developmental Disabilities
- **Corinna Stiles**, Director, Office of Independent Living Programs

# OIDD Staff Contact Information

- **Pamela O'Brien, UCEDD Program Lead**
  - PO for Regions 1,2,3,4,6
  - Phone: 202-795-7417
  - Email: [pamela.obrien@acl.hhs.gov](mailto:pamela.obrien@acl.hhs.gov)
  
- **Shawn Callaway**
  - PO for Regions 5,7,8, 9,10
  - Phone: 202-795-7319
  - Email: [shawn.callaway@acl.hhs.gov](mailto:shawn.callaway@acl.hhs.gov)

# Grants Management Fiscal Points of Contact

- **Grants Management:**
  - Tanielle Chandler, Director:
    - Phone: 202-795-7325
    - E-mail: [tanielle.chandler@acl.hhs.gov](mailto:tanielle.chandler@acl.hhs.gov)

# Grants Management Fiscal Points of Contact

- **Grants Management:**

- Sherlonda Blue, Grants Management Specialist
  - Phone:(202) 795-7310
  - E-mail: sherlonda.blue@acl.hhs.gov
- Patricia Barrett, Grants Management Specialist
  - Phone: (202) 795-7303
  - E-mail: patricia.barrett@acl.hhs.gov
- Renee Carruthers, Senior Grants Management Specialist
  - Phone:202-795-7407
  - Email: renee.carruthers@acl.hhs.gov

# FY20 Funding Update

**FY20 UCEDD Funding- \$41,636,428**

Funding for the core award is **\$570,718** per Center

**Congressional Appropriations-** The agreement includes \$1M to establish a pilot program to support partnerships between existing University Centers for Excellence in Developmental Disabilities and highly-qualified, non-profit service providers to develop models that offer individuals with Intellectual and Developmental Disabilities and their families with community-based adult transition and daytime services to support independent living.

# Awards and Funding

## ***FY 2020 New and Continuing Applications:***

- **NEW:** 3 UCEDDs will submit their 5 year core grant applications in FY 2020
  - Due date: **April 3, 2019**
  - Merit Review: **Week of April 20**
- CONTINUATIONS: No continuation applications were required this year because UCEDDs submitted multi -year budgets in their 5 year Core grants.
- OGM Supplement Notification is due out the **end of March or early April.**

Questions? Comments?

# HOUSEKEEPING

Sarah DeMaio, Senior Manager,  
UCEDD TA Team, AUCD

#	Session Title	#	Session Title
1	Leveraging the strengths of the university and the UCEDD for improved partnerships	5	Diversifying funding with creative strategies
2	Reaching community audiences with relevant research knowledge	6	Planning for successful leadership transitions
3	Providing and participating in ongoing staff/faculty training	7	Designing sustainable programs
4	Developing strategic partnerships outside your university	8	Setting five-year plan goals to increase leveraged funds

Make your selection by 12:30pm EDT at

<https://www.surveymonkey.com/r/TAI2020Breakout1>

# THE TA INSTITUTE WILL BEGIN AGAIN AT 12:30PM EDT



# WELCOME BACK



# AGENDA

## Where We've Been

- Panel: Retrospective

## How We Do It

- Breakout Sessions: UCEDD Basics
- Equity, Diversity and Inclusion Action Plan



Facilitator: Dawn Rudolph, Senior Director,  
Technical Assistance & Network Engagement, AUCD

- Ken Capone, Public Policy Director, People on The Go Maryland
- William Kiernan, Special Assistant to the Provost, Institute for Community Inclusion, University of Massachusetts Boston
- Larry Yin, Director, University of Southern California UCEDD

# AGENDA

## Where We've Been

- Panel: Retrospective

## How We Do It

- Breakout Sessions: UCEDD Basics
- Equity, Diversity and Inclusion Action Plan



1:15pm to 1:45pm

#	Session Title	#	Session Title
1	Leveraging the strengths of the university and the UCEDD for improved partnerships	5	Diversifying funding with creative strategies
2	Reaching community audiences with relevant research knowledge	6	Planning for successful leadership transitions
3	Providing and participating in ongoing staff/faculty training	7	Designing sustainable programs
4	Developing strategic partnerships outside your university	8	Setting five-year plan goals to increase leveraged funds

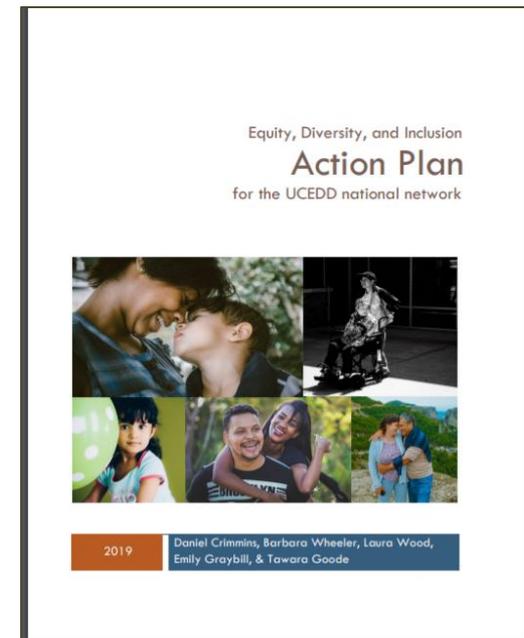
# AGENDA

## Where We've Been

- Panel: Retrospective

## How We Do It

- Breakout Sessions: UCEDD Basics
- Equity, Diversity and Inclusion Action Plan



# Equity, Diversity and Inclusion Action Plan

Tawara Goode, Georgetown University  
Emily Graybill, Georgia State University  
Daniel Crimmins, Georgia State University

# Major Plan Components

- *Review of key terms and concepts*
- *Brief overview of disparities at the intersection of developmental disability and historically underserved racial, ethnic, and linguistic groups*
- *Investment over the years by ACL / OIDD*
- *Areas – Crosscutting Considerations, Workforce Diversity, Cultural & Linguistic Competence, Local/State Impact*
- *For each area – Objectives, Action Steps, and Roles for OIDD/ACL, AUCD, URC, and UCEDDs*

# Meeting Etiquette

- *We have several polls embedded into the presentation that are intended as a way of gauging current commitments and activities.*
- *Polls are anonymous, please be candid! Note that the responses were designed to aid in candor.*
- *We will monitor the chat box for questions and comments. We will read them aloud and respond. Because of the limited time, we are not likely to open the microphones.*
- *Thank you for your patience and understanding – we've not done anything quite like this before!*

# Polling Question # 1

Which best describes your familiarity with the *Equity, Diversity, and Inclusion Action Plan*?

- a) I am familiar with the plan and have used it in planning for my UCEDD.
- b) I glanced through it and thought “nice work” and haven’t looked at it very much since.
- c) I looked at it and thought, “Oh great, one more thing!”
- d) I really don’t know much about it.
- e) What plan?

# Crosscutting Considerations

- *UCEDDs activities are based in partnerships with individuals with I/DD and their families, particularly those from historically underserved groups*
- *UCEDDs are university programs with the obligation to advance knowledge through research and scholarship*

# Workforce Diversity

- *Increase recruitment, retention, and advancement of individuals with I/DD and their families, particularly those from historically underserved groups in all UCEDD roles (i.e., leadership, faculty, professionals) to reflect the diversity of identities in the U.S., its territories, and tribal nations*
- *Increase the number and proportion of individuals with entering the I/DD and related professions to represent the diversity of the nation*

# Cultural and Linguistic Competence

- *The national UCEDD Network should demonstrate the highest commitment to Cultural and Linguistic Competence (CLC) by embedding it across the core functions*
- *Increase the CLC of UCEDDs as programs and as members of the national network*
- *Increase the number of UCEDD-sponsored activities that promote leadership for individuals with I/DD and their families from underserved groups*

# Local and State Impact

- *UCEDDs should include a specific focus on using data to describe the nature of disparities experienced by individuals with I/DD and their families from underserved groups and planning interventions to reduce these disparities across the areas of emphasis*
- *Advance and disseminate scientific knowledge and innovation to reduce disparities*
- *Promote the adoption of policies and legislation on reducing disparities and barriers to services*

# Polling Question # 2

Of the four areas of the *ED&I Action Plan – Crosscutting Considerations, Workforce, Cultural and Linguistic Competence, State and Local Impact* – how many are you actively addressing in your current five-year plan?

- a) All four, in some way
- b) Three
- c) Two
- d) One
- e) None as a formal goal

# Next Steps

- **OIDD/ACL:** Over a five-year period, develop guidance to include the indicators listed in the ED&I Action Plan areas in the annual Program Performance Report (PPR). To do so, OIDD will initially develop formats to collect the information in the PPR and provide guidance to UCEDDs as necessary.
- **AUCD:** Serve a convening function, providing a forum for reporting progress and updates. Additionally, AUCD will charge the respective core function councils with contributing to ED&I initiatives.

# Next Steps

- **URC:** Continue its role as a repository of information on equity, diversity, and inclusion, as well as a provider of TA to UCEDDs on reporting information requested by the ED&I Action Plan initiatives in the NIRS.
- **UCEDDs:** Work with their CACs to identify specific goals, objectives, and actions steps from the ED&I Action Plan to incorporate into their five-year plans. UCEDDs will report on the information in the PPR. Note that UCEDDs are not expected to address every area or objective in the ED&I Plan, rather they should work with their CACs to prioritize items based on their community's assets, resources, needs, and interests.

# **Polling Question # 3**

How difficult would it be for your UCEDD to incorporate ED&I initiatives into your five-year plans and PPR reporting?

- a) A major pain
- b) Not that big of a deal
- c) A minor nuisance, but for a good reason
- d) We will do this willingly and eagerly

# Polling Question # 4

How difficult would it be for your UCEDD to recruit DD Network and other community partners into ED&I initiatives in your state or territory?

- a) A major pain without some funding as an incentive
- b) Not that big of a deal
- c) I think some of our partners would willingly agree to work on this as a collaboration
- d) We are already working with community partners on related initiatives

# Questions and Challenges

- **Equity:** What is it?
- **Challenge:** We do not have a shared network-wide definition of equity in the field of intellectual and developmental disabilities.

# Polling Question # 5

What would a shared definition of equity mean for the UCEDD network?

- a) I don't think it would change much of what we do on a day-to-day basis.
- b) I think it would be useful as we are preparing mission and vision statements for our UCEDD.
- c) I think that it has the potential to contribute to more unified strategies for addressing inequity.
- d) I think it a critical next step if we are to make significant progress across the network on this issue.

# Questions and Challenges

- **Equity, Diversity, and Inclusion as quality standards:** How do we integrate these as principles across the core functions?
- **Challenge:** We too often look these as add-ons – or things we might pursue with a bit more funding.

# Polling Question # 6

What would it mean to integrate considerations of equity, diversity, and inclusion across your UCEDD goals and activities in each of the core functions?

- a) I don't think it would change much of what we do on a day-to-day basis.
- b) I think that I would have to see examples of how this might be done in an efficient manner.
- c) That's why we have a Diversity Coordinator.
- d) My UCEDD would be willing to serve as a pilot program if technical assistance was provided.
- e) I think it a critical next step if we are to make significant progress within our programs and across across the network on these issue.

# Questions and Challenges

- **Scholarship:** How do we increase the profile of activities in these areas through scholarship? How do we ensure that scholarship is valued? What elements are unique to the field of intellectual and developmental disabilities? How do we advance our understanding of intersecting identities?
- **Challenge:** Scholarship on these topics in some universities is less valued for a number of potential reasons – it is outside the mainstream of what has always been done, it is said to lack “scientific rigor,” it focuses on marginalized populations and identities.

# Polling Question # 7

In the next several years, how likely is it that your UCEDD faculty and staff will generate original research or scholarship related to ED&I?

- a) Highly likely, this is an area in which we are currently active.
- b) Likely, we have interest and commitment to examine these as issues.
- c) Possibly, we have some interest but don't really have the funding or personnel to dedicate to these issues.
- d) Somewhat unlikely as we don't have the funding or personnel with expertise to pursue these issues.

# Summary

**We have a direction!**

**We have continued commitments to ED&I from OIDD/ACL, URC/AUCD, and many UCEDDs**

**We have resources --** <https://www.aucd.org/urc/Resources/Diversity-and-Inclusion>

**We can do this!!!**

**Thoughts or comments? Please share...**

**Tawara Goode – [tdg2@georgetown.edu](mailto:tdg2@georgetown.edu)**

**Emily Graybill – [egraybill1@gsu.edu](mailto:egraybill1@gsu.edu)**

**Daniel Crimmins – [dcrimmins@gsu.edu](mailto:dcrimmins@gsu.edu)**

# SEE YOU TOMORROW



- Day 2 of the TA Institute will begin at 12:30pm EDT
- If you will not be joining us for day 2, please be sure to complete the event evaluation at <https://www.surveymonkey.com/r/2020TAInstitute>

*This event and its materials were funded by the Administration on Intellectual and Developmental Disabilities through technical assistance contract # HHSP233201600066C. The contents of this document do not necessarily reflect the views or policies of the Administration on Intellectual and Developmental Disabilities, Administration on Community Living, US Department of Health and Human Services, or the US Government.*