

2022 Virtual TA Institute

Breakout Room Notes

Session Number: 1

Breakout Room Title: Region 4

Facilitator: Jeanette Cordova

Attendees: Elizabeth Perkins, Jerry Alliston, Tawara Goode, Sandy Magana, David Rotholz

Notetaker: Jeanette Cordova

Notes:

- Salient goals and Area of emerging work
 - CIC Elizabeth – not traditional UCEDD and not attached to a medical school.
 - Major focus has always been early childhood, positive behavior and school supports.
 - Challenges with Florida Department of Education restricting the type of presenters, etc.
 - Unable to plan a quick webinar because of the FDE micromanagement.
 - In third year of grant.
 - Jerry
 - Just submitted their grant.
 - Not sure if it is emerging or at times coming back to something.
 - Trying to increase transition to adult services.
 - Doing a lot of work and direct services with 14-21. Pre-employment services.
 - Trying to set up a centers for excellence.
 - Looking at over 21 – big gap for services
 - Housing – almost non-existence
 - More opportunities for other funding
 - Service delivery system for early diagnosis especially Autism
 - Gap in services for student for disabilities in the school and higher behavior issues.
 - Recreation
 - Sandy
 - Just finished submitting their grant.
 - Area of growth – LEND program first year.
 - Potential of equity issues.
 - Transition



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- Emerging: public health grant – hiring someone to work with underserved areas, connecting with public health
 - David
 - Goals are interrelated across life span
 - Emerging: public health workforce funds – Helping Hand Effort in Carolina P4 – focuses on young children who have experienced trauma in collaboration with law enforcement and community agencies. How to build a referral network for this. Significant funding to the IT part and integrating with other Department of Ed.
 - Tawara
 - Still trying to just get brain together after grant submission – it was challenging in terms of the guidance
 - Data and process – people with developmental disabilities adults to children have been devastated due to COVID. Focus on education, that we typically don't, but we had so many families reach out.
 - Cultural and linguistic and other EDI work
 - Emerging: Twice a year, bring together different agencies (convener) to talk about what are the pressing issues in the District of Columbia. Gather evidence based so we can define the issue more clearly, including the lack of autism services. Then create a policy agency for our want to be state, so that there is an agenda which individuals with disabilities and their families can orchestrate change with legislature and policies.
 - Another Emerging is public health workforce funds – work with their department of health. Noticed during covid, the DH has not included people with disabilities in their messaging. Professional development and training for DH to be more inclusive.
 - It was depressing to the needs section when doing the grant. Reading through all the reports that showed regression of students, homeless (unhoused), breaks within our systems including the lack of mental health services which have been exacerbated by the COVID pandemic. Didn't want to bring everyone down but things are a mess.
 - Open floor – how cross regional collaboration can help.
 - Elizabeth – that is a tough one because our states are so different! Politically, systems, etc. Working closely with DD network and Disability Rights Florida is on reducing the wait list. 22,000 are on the waiting list, 40 percent of eligible. We need a national concerting effort to end the waiting lists. Big issues that need big issue is a way to work regionally and nationally. Waiting list has been on needs list for ten years. We educate but that's it. People truly don't know the impact this has on people with disabilities.



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- David – Another issue, don't think it is necessarily affecting UCEDDs yet, but the whole issue of Censorship by state governments. Especially in two states in their region, which is particularly in the educational realm where they won't let certain words be used. They won't let people use "inclusion" or "equity". They want to review a presenters slides and censored their talk. It is going to impact both what information can be provided, as well as attendance at conferences. Florida isn't letter certain people attend conferences.
- Sandy – They were having a conference come in but the attendance is affected by the multiple different laws, women's health, voting rights and there is a lot of members protesting and not attending.
- Tawara –
 - DC has a whole health equity agenda
 - However, the work they are doing on technical census training in other states through their head start mental health programs and consultation models have indeed been impacted.
 - Finishing up community of practice in developmental disabilities for cultural and linguistic competence.
 - A number of states that were part of the racial learning community are experiencing difficulty because of fear. No repercussions yet.
- Jerry
 - Has read that California employees are not allowed to participate or attend conferences in Florida due to legislation. It isn't just a southern issue.
- Sandra
 - What they (California) don't understand is that they are really impacting others by not participating. She is really upset about people not coming to Texas for the conference as it is impacting people with disabilities and their families, which would benefit from their expertise.
- Tawara
 - This is hard. There are people who have principals and won't support states that are creating these barriers. It is about people's moral convictions.
- Sandy
 - It doesn't affect Governor Abbot
- Tawara
 - The pressure has work to push states to roll back that legislation
 - The journey toward equity, this is just par for the course.



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- David
 - North Carolina reversed their HV2 Bill a few years ago.
 - South Carolina was still flying the confederate flag, they boycotted.
 - It is a complex issue. How do we deal with it now and how will we feel about our decision in 5 years?
- Tawara
 - In LEND program, they are including EDI work and that this should be imbedded in all work. In the Fall, a LEND Collective will start. LEND programs were interested to share strategies, etc. as it relates to EDI.

Future TA Needs:

- Regional/Nationwide effort on Waiting List issue
- State censorship by State governments, especially in the educational realm
- Reminder on how the Region is divided and why.
- LEND Collective – get information from Tawara.



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