WELCOME

UCEDD TA INSTITUTE

March 21-22, 2018

2018 TA Institute Planning Committee

- Rhonda Eppelsheimer (OR)
- Elise McMillan (TN)
- Marc Tasse (OH)
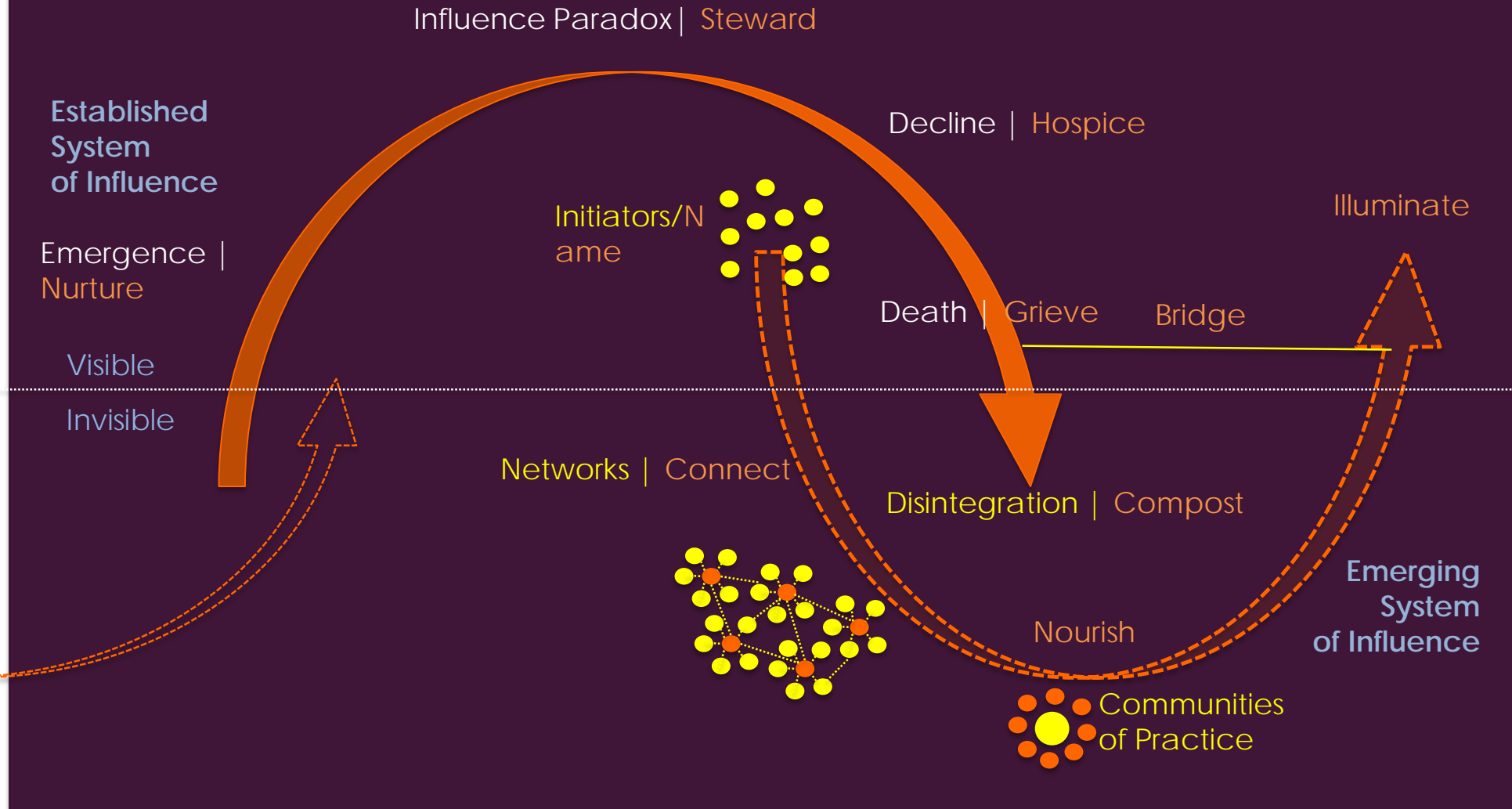- Matt Wappett (UT)

- # Tawara Goode, MA
  - Washington, DC

Leading Change in Complexity

Matthew Williams

VP for Strategic Initiatives

Forum for Theological Exploration

Living and Dying System

Influence Paradox | Steward

Established System of Influence

Emergence | Nurture

Visible

Invisible

Initiators/Name

Decline | Hospice

Illuminate

Death | Grieve

Bridge

Networks | Connect

Disintegration | Compost

Nourish

Emerging System of Influence

Communities of Practice

Forum for Theological Exploration

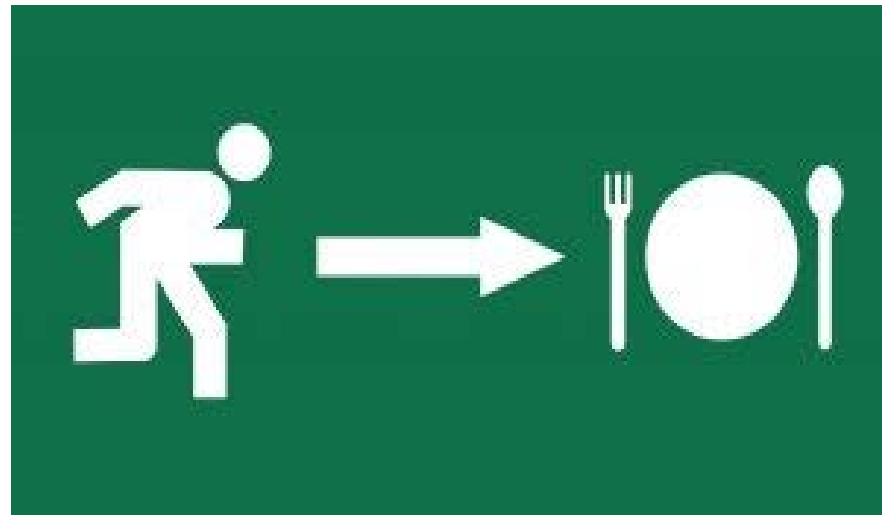@fteleaders

Have a Break

Expanding Possibilities Through Shared Vision

Moderator: Marc Tasse (OH)

Panelists: David Johnson (MN)

Derek Nord (IN)

Ilka Riddle (OH)

Valerie Williams (OK)

TOPIC	ROOM
Leveraging core funding	4ABC – 2nd floor
UCEDD Director transitions	5AB – 2nd floor
Interdisciplinary approaches	6ABC – 2nd floor
Starting a signature project	Ballroom D – main level

AUCD
Association of University Centers on Disabilities

TOPIC	ROOM
Balancing everything	6ABC – 2nd floor
Evaluating the UCEDD core grant	Ballroom D – main level
Grow UCEDD through administrative changes	5AB – 2nd floor
CAC	4ABC – 2nd floor

Strategic Visibility

Moderator: Rhonda Eppelsheimer (OR)

Panelists: Linda Bimbo (NH)

Olivia Raynor (CA)

Kelley Roberts (AZ)

Karrie Shogren (KS)

Matthew Williams

VP for Strategic Initiatives

Forum for Theological Exploration

WELCOME

UCEDD TA INSTITUTE

March 21-22, 2018

8:30 – Announcements and policy update

8:45 – Melissa Ortiz and Jennifer Johnson

9:45 – Note & vote on breakout topics

10:00 – Break

10:15 – Return to plenary room to learn topics & locations

10:25 – Breakout discussion topics

11:45 – Return to plenary room to share big ideas

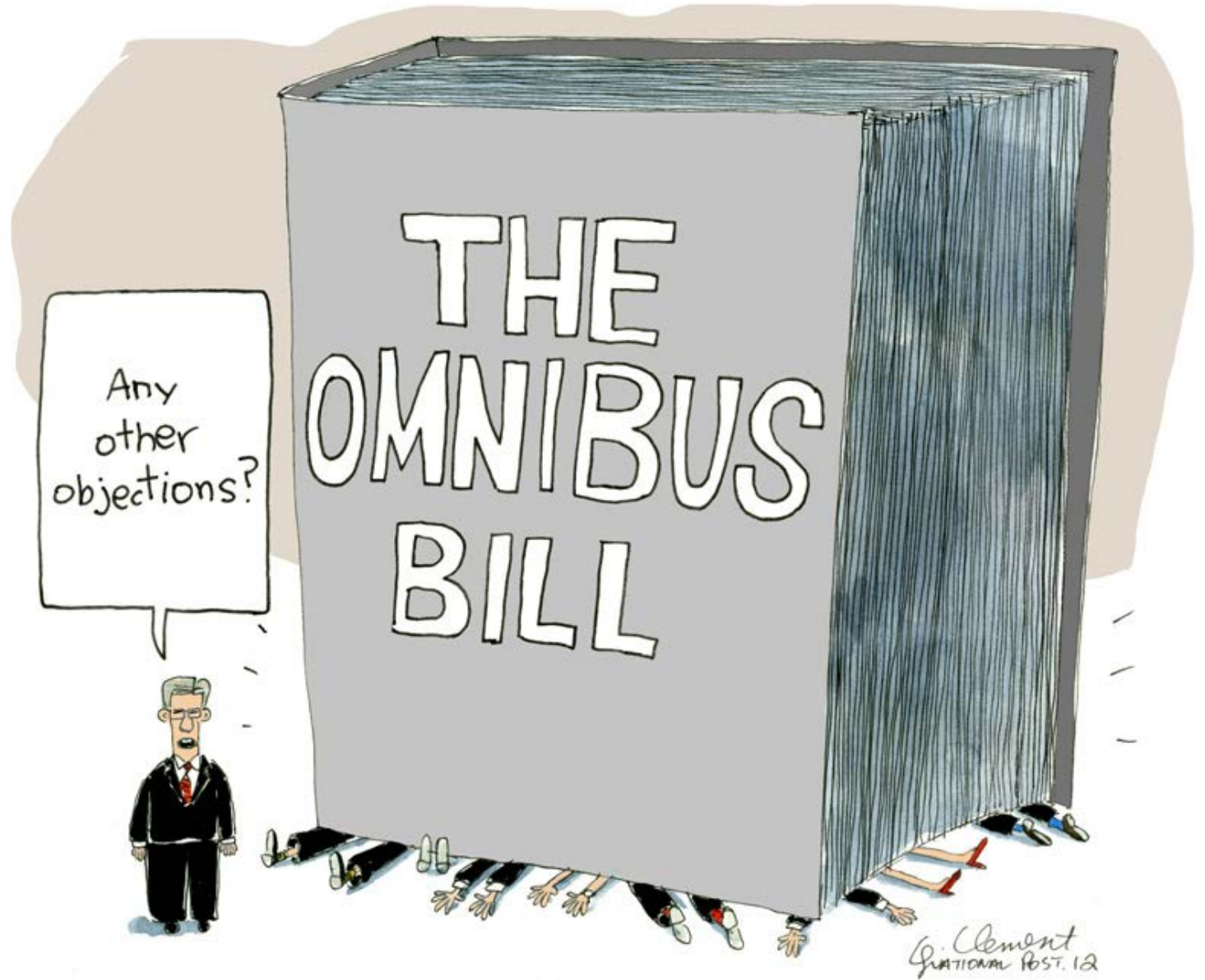12:00 – Grab lunch to go. Safe travels!

AUCD
Association of University Centers on Disabilities

- LEND $32,000,000 (up from $31,317,485)
- UCEDD 40,619,000 (up from 38,000,000)

- Assistive Technology.-
  - AT state program 36 million increase of 4
  - $2,000,000 new Medicaid for competitive to partner with State Assistive Technology Act Programs to develop and implement reutilization
- The DD Councils
  - $3million increase finally reaching goal of $76m.
- P & A
  - $2 million increases.

- Developmental Disabilities Projects of National Significance.
  - $12,000,000 for Developmental Disabilities Projects of National Significance.
    - $1,000,000 is to fund transportation assistance activities for older adults and persons with disabilities. The transportation activities should focus on the most cost-effective and sustainable strategies that can be replicated to other communities.
- National Center on Birth Defects and Developmental Disabilities (NCBDDD),
  - $140.56 million for the (up $3 million)
- Kevin and Avonte's Law": "proactive programs to prevent wandering and locate missing individuals with forms of dementia, such as Alzheimer's Disease, or developmental disabilities, such as autism, who, due to their condition, wander from safe environments"
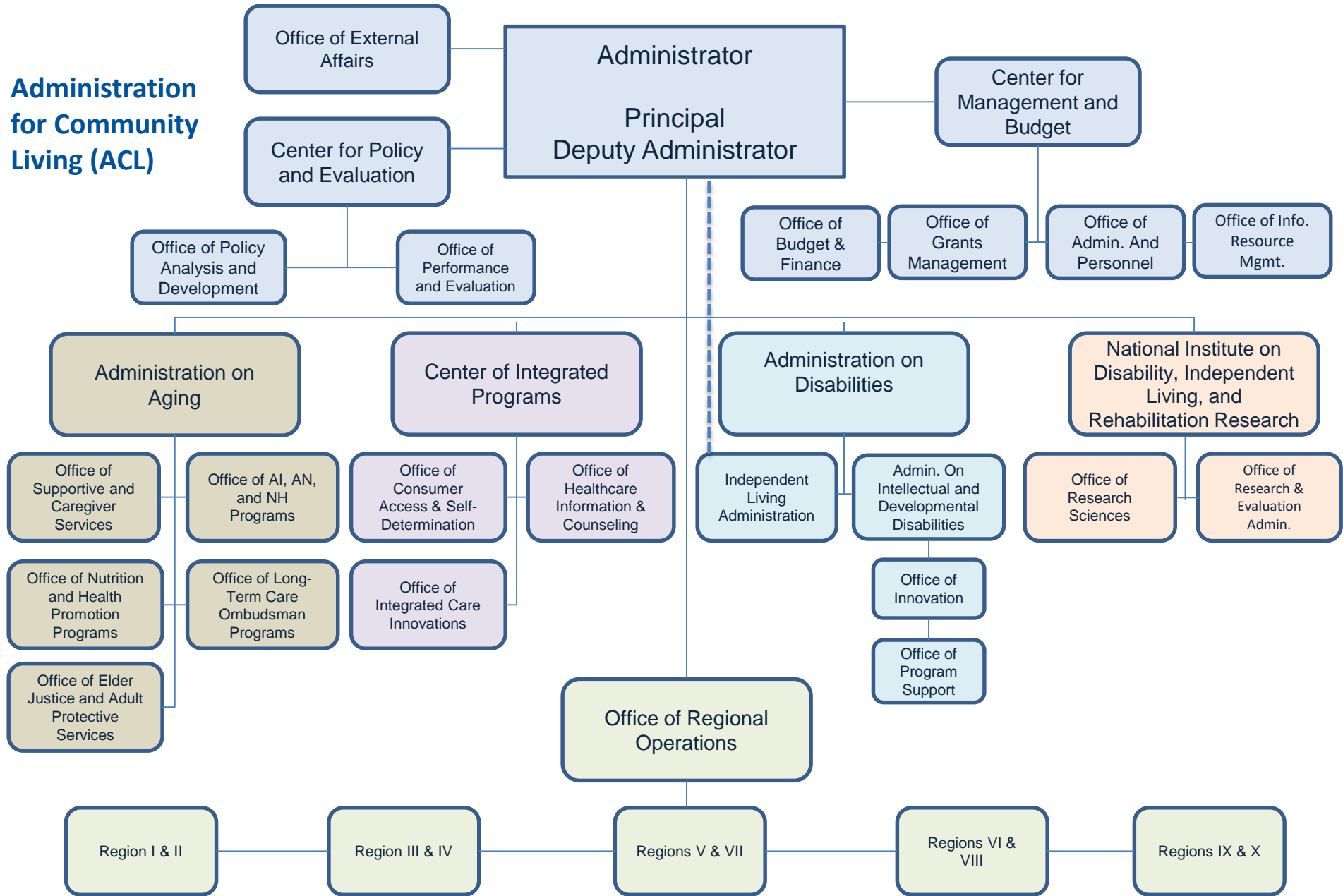
Administration for Community Living (ACL)

- Office of External Affairs
- Administrator / Principal Deputy Administrator
- Center for Policy and Evaluation
  - Office of Policy Analysis and Development
  - Office of Performance and Evaluation
- Center for Management and Budget
  - Office of Budget & Finance
  - Office of Grants Management
  - Office of Admin. And Personnel
  - Office of Info. Resource Mgmt.

- Administration on Aging
  - Office of Supportive and Caregiver Services
  - Office of AI, AN, and NH Programs
  - Office of Nutrition and Health Promotion Programs
  - Office of Long-Term Care Ombudsman Programs
  - Office of Elder Justice and Adult Protective Services

- Center of Integrated Programs
  - Office of Consumer Access & Self-Determination
  - Office of Healthcare Information & Counseling
  - Office of Integrated Care Innovations

- Administration on Disabilities
  - Independent Living Administration
  - Admin. On Intellectual and Developmental Disabilities
    - Office of Innovation
    - Office of Program Support

- National Institute on Disability, Independent Living, and Rehabilitation Research
  - Office of Research Sciences
  - Office of Research & Evaluation Admin.

- Office of Regional Operations
  - Region I & II
  - Region III & IV
  - Regions V & VII
  - Regions VI & VIII
  - Regions IX & X

ACL Leadership and Staffing Information

- **Lance Robertson,** Administrator, ACL & Assistant Secretary for Aging
- **Mary Lazare,** Principal Deputy Administrator, ACL
- **Melissa Ortiz,** Commissioner, Administration on Disabilities (AoD)
- **Bob Williams,** Deputy Commissioner, AoD and Director, Independent Living Administration
- **Jennifer Johnson,** Deputy Director, AIDD
- **Ophelia McLain,** Director, Office of Program Support, AIDD (DD Council, P&A, and UCEDDs)
- **Allison Cruz,** Director, Office of Innovation, AIDD (PNS and PCPID)

Current Priorities of the New Administration

- ACL Administrator
  - Connecting people to resources
  - Protecting rights and preventing abuse
  - Expanding employment opportunities
  - Supporting families and caregivers
  - Strengthening our networks

Current Priorities of the New Administration

- HHS
  - Opioids
  - Childhood Obesity
  - Serious Mental Illness
- Reimagine HHS

Interagency Activities

- Improving data collection on individuals with developmental disabilities
- Early Childhood
- IACC
- [Joint Report: Ensuring Beneficiary Health and Safety in Group Homes Through State Implementation of Comprehensive Compliance Oversight](#)

Updates

PROJECTS OF NATIONAL SIGNIFICANCE (PNS)

Expanding Employment Opportunities

➢ Since 2011, the Administration on Intellectual and Developmental Disabilities (AIDD) has awarded five-year Partnerships in Employment Systems Change (PIE) grants to 14 states to transform state systems to promote competitive integrated employment outcomes for youth and young adults with intellectual and developmental disabilities (I/DD)

➢ To supplement the work of the current PIE states, TASH was awarded a five-year Cooperative Agreement to provide training and technical assistance to the PIE states.

➢ The Lewin Group was awarded a five-year contract to conduct the evaluation for the Partnerships in Employment Systems Change grants.

Supporting Families and Caregivers

➢ AIDD awarded a three-year contract to New Editions to develop and implement an outcome evaluation that will evaluate the fidelity of the Lifecourse Framework (LCF) developed by NASDDDS using data from the six CoP core states, expansion states, and other programs that are using the LCF.

Connecting People to Resources

➤ **The Self-Advocacy Resource Center:** Establishes a National Self-Advocacy Technical Assistance and Resource Center to enhance the voices of self-advocates by enhancing their voice on issues important to their well-being and daily life.

➤ **Transportation Research & Demonstration Program:** Develops, tests and demonstrates ways to empower people with disabilities and older adults to be actively involved in the design and implementation of coordinated transportation systems in ways that successfully make those systems responsive to the needs of these populations.

➤ **Business Acumen for Disability Organizations:** Provides training and technical assistance to disability networks as they increase their capacity to play leading roles in the design and delivery of managed long-term supports and services in their states and seek to contract with integrated care and other health sector entities.

Protecting Rights and Preventing Abuse

➢ **Living Well:** Strengthens HCBS systems and promote the health, safety, independence, and participation of people with disabilities. Grantees will work with a broad coalition of state stakeholders to: support professionals working directly with people with disabilities; promote the leadership of self-advocates and families; promotes the use of evidence-based and promising practices such as supported decision making, person-centered planning, and competitive integrated employment; addresses abuse and rights violations in the HCBS delivery system and increase the capacity of states to provide HCBS in integrated settings.

> ➢ The Institute on Human Development and Disability at the University of Georgia
> ➢ The Institute on Disability at the University of New Hampshire
> ➢ Virginia Commonwealth University

Protecting Rights and Preventing Abuse

- ➢ **Supported Decision-Making:** Training and Technical Assistance and Resource Center on Supported Decision Making to include:
  - Documenting and disseminating successful supported decision-making practices;
  - Conducting research to fill data and information gaps;
  - Developing training materials and provide technical assistance to ACL networks on SDM issues, including youth transition;
  - Developing a strategy that measures and demonstrates the impact of supported decision-making on the lives of people with intellectual and developmental disabilities and older Americans;
  - Designing and implementing a small grants demonstration program that funds four-to-seven community organizations.

Strengthening our Networks

- **The State of the States in Developmental Disabilities** is a comparative nationwide longitudinal study of public financial commitments and programmatic trends in developmental disabilities services and supports.

- **The National Residential Information System Project (RISP)** is a longitudinal study of annual state-by-state and national statistics on residential services and supports for people with intellectual and developmental disabilities.

- **Access to Integrated Employment** is a National Data Collection on Day and Employment Services for Citizens with Developmental Disabilities project is a longitudinal study describing day and employment services nationwide for individuals with developmental disabilities.

Strengthening our Networks - Diversity Initiatives

➢ In 2014, AIDD awarded a five-year Cooperative Agreement awarded to Georgetown University Center for Cultural Competence in 2014. to create and implement an annual Leadership Academy aimed at increasing the number and capacity of leaders to advance and sustain cultural and linguistic competence (CLC) and respond to the growing cultural diversity among people with intellectual and developmental disabilities (I/DD) in the United States, its territories, and tribal communities.

➢ AIDD also awarded Georgetown University a five-year Cooperative Agreement to develop and facilitate a Community of Practice (CoP) that is aimed at building capacity across and within states through State consortia, creating and sharing policies, practices, and systems that support the critical need in the field of intellectual and developmental disabilities for leaders from culturally and linguistically backgrounds. The following ten states/territories were selected through a competitive process for membership in the CoP: AZ, CA, CO, DC, IN, MI, NY, UT, VT, and WI.

INTERSECTIONS WITH THE NETWORK

UCEDDS

PROJECT	UCEDD	ROLE
Living Well	University of Georgia University of New Hampshire Virginia Commonwealth University	Grantee
Data Collection	University of Colorado University of Massachusetts University of Minnesota	Grantee
Business Acumen	University of Minnesota	Partner
Self-Advocacy Resource Center	University of Missouri	Partner
	Munroe-Meyer Institute/UNMC, Waisman Center University Center for Excellence in Developmental Disabilities, University of Illinois Chicago UCEDD, University of Idaho	Host Organizations

P&As

PROJECT	P&A	ROLE
Business Acumen	Disability Rights New Hampshire Disability Rights Texas	Learning Collaborative member
Supported Decision-Making	Disability Rights Maine	Sub-Grantee

DD COUNCILS

PROJECT	COUNCIL	ROLE
Self-Advocacy Resource Center	Michigan DD Council	Host organization
Supported Decision-Making	Wisconsin Board for People with Developmental Disabilities	Sub-Grantee

INTERSECTIONS WITH OTHER PARTNERS

Connecting People to Resources

	Business Acumen for Disability Organizations	Self-Advocacy Resource Center	Supported Decision Making Resource center
PROJECT			
GRANTEE	National Association of States United for Aging and Disabilities	SABE	Quality Trust
PARTNERS	American Association on Health & Disability, ANCOR, NICIL, National Council on Aging (NOCA), NDRN, University of Minnesota, University of California- San Francisco	TASH, Green Mountain Self Advocates Southwest Institute for Families and Children, ASAN	Burton Blatt Institute, American Bar Association, ASAN, Parent to Parent

Protecting Rights and Preventing Abuse

PROJECT	Living Well Georgia	Living Well NH Quality Framework	Project Living Well
GRANTEE	University of Georgia Research Foundation Inc.	University of New Hampshire	Virginia Commonwealth University
PARTNERS	The Georgia Department of Behavioral Health and Developmental Disabilities, People First of Georgia, GA SILC, Georgia Parent Mentor Partnership, Delmarva Foundation, Inc., Creative Consulting, Inc. Georgia Chapter of AAIDD	Community Support Network, Inc., ABLE NH, People First NH, NH DHHS Bureau of Developmental Services	Department of Behavioral Health and Developmental Service, the Arc of Virginia; NASDDDS and Richmond Behavioral Health Authority

Coordinated Efforts across DD Network and other agencies

PIE Initiatives:

As a collaboration-focused project, each PIE state was required to form a consortium with at minimum 1) State DD Agency 2) State VR agency 3) State Education agency and 4) State Developmental Disabilities Council. Many have also coordinated their efforts across the DD Network to include their State P&A and/or UCEDD as well as other state agencies and entities that provide services to persons with I/DD to increase efficiencies, broaden audiences, and broaden impact.

- **Outcome Ex. 1**   Kentucky Works established a state-level employment workgroup comprised of 20 professionals representing various agencies, self-advocates, and family members. Kentucky Works staff report that "there is a greater sense of unity and cross-agency communication and collaboration as a result of Kentucky Works."

- **Outcome Ex. 2** Utah established an Inter-agency Consortium that serves as an advisory council to the School to Work project. The Consortium consists of Utah state agency members charged with responsibilities outlined in the Organizational Capacity section under the School to Work project.

- **Outcome Ex. 3** Tennessee: Passed the STEP UP Legislation to allow access to financial assistance through lottery scholarship funds for youth with disabilities to post-secondary education programs and passed the STEP UP Amendment in to allow second-year students to receive the funding for their program

- **Outcome Ex. 4** Alaska: Created the Business Employment Services Team (BEST), an interdepartmental business engagement team, for increasing the hiring of individuals with disabilities and their project also layed the foundation for the elimination of minimum wage for persons with disabilities.

Coordinated Efforts across DD Network

Diversity Initiatives

In the Diversity CoP, the states were responsible for developing a Transformation Leadership Team consisting of at least 6 individuals that are responsible for guiding the state/territorial level cultural diversity and Cultural Linguistic Competence (CLC) efforts. Each state's team includes representatives from the state/territorial DD agency, the three AIDD-funded programs (University Centers of Excellence in Developmental Disabilities – UCEDD, Protection and Advocacy Agency - P&A, and Developmental Disabilities Council), and two other stakeholders as deemed appropriate.

The structure of the transformation team and coordinated efforts with the DD Network is essential to developing a vision for each state's DD system that is rooted in CLC and that and to articulate related values, policies, practices, attitudes, structures, and behaviors needed to advance and sustain CLC.

IMPACTS

Employment Initiatives

Education of Legislators

- PIE states facilitated **Take Your Legislator to Work Day**, where state legislators attended the workplace of a youth employee with I/DD to learn about the youths' employment experiences firsthand. This helped policymakers understand that youth are motivated to, interested in, and excel at working.
- PIE states also brought self-advocates to meet with state and national legislators to share their employment experiences and make the case for increasing employment opportunities for people with disabilities.

Improved Support to Families

- To dispel misunderstandings about youths' desires for employment, support families to help youth reach their employment goals, and expose families to new opportunities and expectations around youth employment, PIE states engaged parents and families of youth with I/DD through various methods, including through surveys, trainings, and Parent and Family Coalitions. Family Coalitions provided information about employment to families, and also provided forums for families to engage with state agency representatives to provide comments on state plans.

Employment Initiatives

Change Employers Attitudes

- PIE consortia recognized that engaging businesses, changing businesses' expectations and attitudes about hiring youth with I/DD, and forming relationships with businesses are important to finding and creating job opportunities for youth with I/DD. As a result, grantees employed a variety of methods to engage businesses.

- **Ex.** Alaska's consortium, the Alaska Integrated Employment Initiative, created the Business Employment Services Team (BEST), an interdepartmental business engagement that includes support from various Alaska State agencies. Alaska's consortium, the Alaska Integrated Employment Initiative, created the Business Employment Services Team (BEST), an interdepartmental business engagement

Support for Employers

- PIE states created resources and trainings to help employers better support and provide reasonable accommodations for employees with I/DD.

Benefits Education

- States created tools and resources to help youth and families understand the impact employment will have on benefits.

Supporting Families Initiatives

Shift in Thinking
- Focused on building opportunities, policies, and practices within formal and informal systems aimed at supporting all to have a "good life".

Local Learning
- States exchanged information related to their efforts to improve supports to families consistent with the Life Course framework

Leverage Current Opportunities

- States reported that efforts to support families could not be a separate initiative. Lasting and sustainable change meant embedding the values of supporting families across all departments, initiatives, policies, practices, and the community.

Create Space for Innovation

- States reevaluated their efforts to support individuals and families with regard to how the needs of the entire family are considered and addressed going forward. Understanding the benefits of working collaboratively across all entities available to support families helped participants identify and form new partnerships and alliances that they may not have considered. It gave participants permission to be open to possibilities and test new approaches, and this freedom helped them be creative and arrive at new solutions to the common issues they faced.

PNS Diversity Activities

- **Diversity Leadership Institute:**
  - Created the first vetted model curriculum that supports leadership for CLC and CD for individuals and organizations concerned with IDD.
  - Created a cross-cultural mentoring model for the IDD network that integrates CLC and cultural diversity into leaders' career and life goals. A pool of **20** mentors have mentored **46** Leadership Academy graduates.

UCEDD UPDATES

FY 2018 Funding Update

- We are currently under continuing resolution

- **ESTIMATED** funding for FY 2018 core award is $547,000 per Center

- The **FINAL** core award amount will be determined once final appropriations are passed - ***plan accordingly!!***

FY 2018 Funding Update

FY 2018 New and Continuing Applications:

- **NEW**: 17 UCEDDs are submitting their 5 year core grant applications in FY 2018

  Due date: April 16, 2018

  – Merit Review: May 7-10, 2018

  – Recruiting Reviewers -5 Panels

- CONTINUATIONS: 50 UCEDDs submitted their continuation applications March 19th! Congratulations!

UCEDD Contract Updates

Thank You

to AUCD for all the **hard work** and particularly your efforts on facilitating workgroups including the Planning Committee for this Technical Assistance Institute !

UCEDD Diversity Initiatives Continue

- Through our TA contract, AUCD will continue to support **Diversity Toolkit website of Resources;**

- **The NTI Diversity Fellows - learning community** and

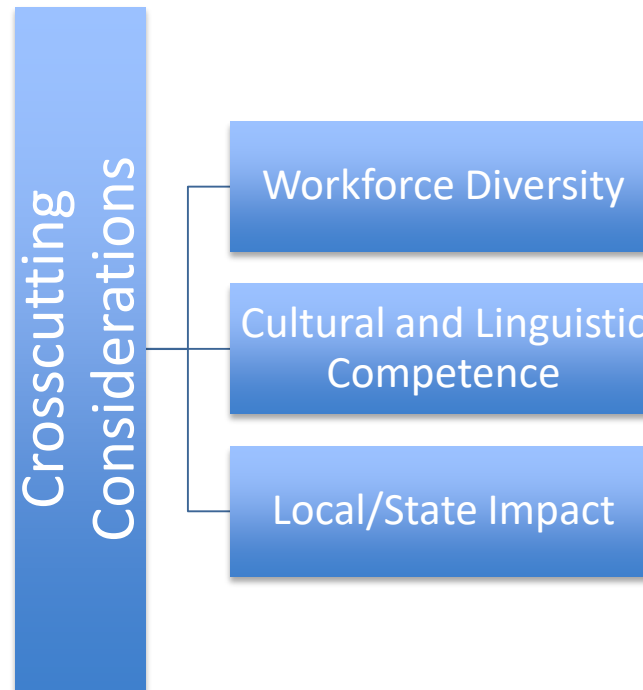- **Equity, Diversity and Inclusion Action Plan**

Equity, Diversity, and Inclusion Action Plan

Individuals with intellectual and developmental disabilities (I/DD) and their families who are members of historically underserved racial, ethnic, and linguistic groups experience pervasive and chronic disparities across the lifespan.

The National Network of University Centers for Excellence in Developmental Disabilities (UCEDDs) provides a potentially powerful infrastructure and platform for systematically reducing disparities and promoting equity, diversity, and inclusion.

The *Equity, Diversity, & Inclusion (ED&I) Action Plan* was developed by a project team with members at the Georgia State University (GSU), the University of Southern California (USC), and the Georgetown University UCEDDs to help address this need.

The underlying components upon which the plan is based, include (a) UCEDD Core Functions; (b) previous and current AIDD investments; and (c) contributions and feedback from stakeholders. The conceptual framework for the Action Plan resulted from the integration of each of these components.

Equity, Diversity, and Inclusion Action Plan

Crosscutting Considerations

- Workforce Diversity
- Cultural and Linguistic Competence
- Local/State Impact

ED&I Action Plan –
Selected and Highly Abbreviated Action Steps

AIDD – In time, require report on roles of individuals with I/DD and families at all levels and in all UCEDD activities as captured by the PPR; request reporting on ED&I and CLC initiatives; continue funding initiatives; require organizational self-assessment of CLC as part of competing core grant.

AUCD – Provide forums for continued focus on 1) meaningful engagement of individuals with I/DD and families at all levels and all UCEDD activities, 2) workforce diversity, 3) CLC initiatives, and 4) addressing disparities as part of the broad national DD network.

URC – Develop data collection and reporting processes; maintain and expand D&I Toolkit, and related resources; provide training and TA; highlight exemplary practices and progress on workforce, CLC, and disparities initiatives.

UCEDDs – With the CAC, establish and monitor goals related to 1) meaningful engagement of individuals with I/DD and families at all levels across the UCEDD core functions, 2) workforce diversity, 3) CLC initiatives, and 4) addressing disparities with DD Network partners.

NTI Diversity Activities

UCEDD Minority Serving Institutions Partnership Planning Grants

Goals:

- Promote UCEDDs building partnerships with diverse training institutions to jointly plan training experiences that create interdisciplinary approaches to research, training and services.

- Serve as a major pipeline for student recruitment, and training in the disability field and

- Serve as a major pipeline to increase the number of professionals from underrepresented populations who will work with individuals with disabilities of color.

NTI Diversity Activities

2017 UCEDD Minority Serving Institution Partnership Planning Grantees are:

Georgetown University, partners with Trinity Washington University, an MSI in Washington, DC.

Minot State University, partners with Turtle Mountain Community College, a tribally-chartered college in Belcourt, North Dakota.

University of Arizona, partners with Tohono O'odham Community College, a tribal college located in the Tohono O'oham Nation in Southern Arizona.

University of South Dakota, partners with Sinte Geska University, a tribally-chartered 4 year institution on the Rosebud Indian reservation.

NTI Diversity Activities

Embedding I

- In 2016, the Georgetown University UCEDD was awarded a cooperative agreement to lead partners Georgia State University, University of Southern California and AUCD

Goal: To research, develop, and disseminate a D&I-TAP for the national network of UCEDDs.

It was renamed the *Embedding CD and CLC: A Guide for UCEDD Curricula and Training Activities Project or* the Embedding I Project.

NTI Diversity Activities

Embedding I Outcomes

- The 1st national UCEDD inventory and report of CLC training and diversity resources, specifically for individuals with IDD and families.

- A set of national recommendations for the UCEDD network that establishes a standard for curricula, training, faculty/staff development, and community engagement across all core functions.

- A matrix to apply proven organizational and behavioral change strategies for increasing diversity and sustaining CLC.

NTI Diversity Activities

Embedding II

In 2017, Georgetown University UCEDD was awarded a cooperative agreement to lead a consortium of UCEDDs: **CO, U MA Boston, MN, GA State, the VT LEND and AUCD.**

<u>Goal</u>:
To build the capacity and leadership of UCEDDs to plan, implement, and evaluate their training activities/programs to integrate principles and practices of cultural diversity and cultural and linguistic competence (CLC) across all core functions.

NTI Diversity Activities

Embedding Project II

- **Currently 12 UCEDDs have applied for intensive onsite technical assistance**. 4 UCEDDs will be selected to receive TA and faculty/staff development.

- **Up to 40 UCEDDs may now apply for individualized consultation with Project faculty** who will help with curricula/training activities.

- On March 5, Project faculty conducted a **"virtual town hall meeting"** via webinar for AUCD's National Training Directors Council (NTDC) – 56 participated in the webinar.

Quality Review System - Update

- On-going Continuous Quality Improvement is one of AIDD's top priorities.

- Since 2012, we have continued to develop the necessary review tools for our Quality Review System, or QRS, to help us to evaluate the impact and the quality of our UCEDD grantee program.
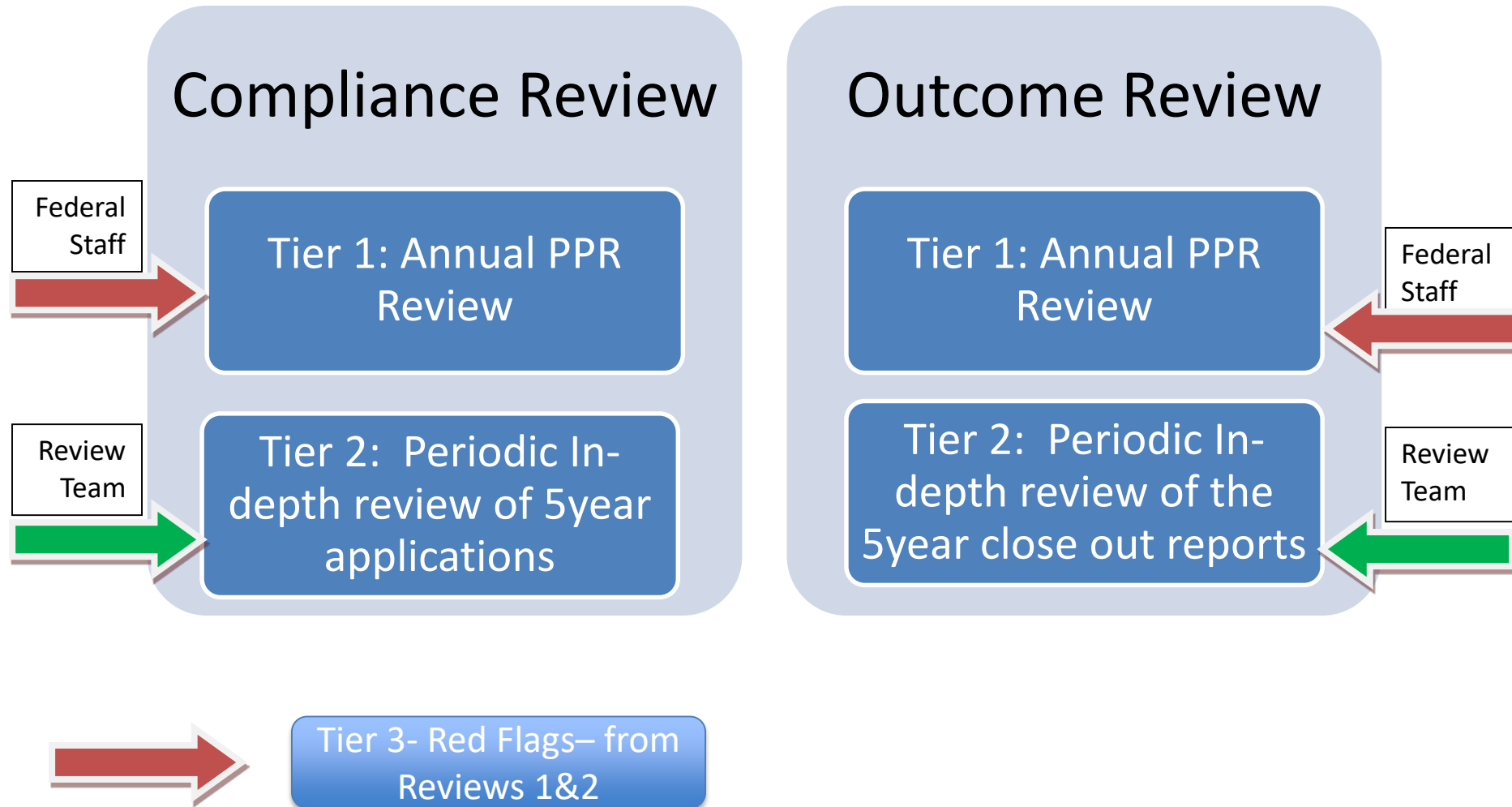
QRS Tier 2 Workgroup

Currently, a small workgroup is revising the intermediate outcomes measures in the UCEDD logic model, and the guidance for the UCEDD 5-year Closeout report.

Thank You

- Elise McMillan, Vanderbilt Kennedy Center, TN UCEDD
- Robin Carroll, The Boggs Center, NJ UCEDD
- Dan Zhang, Center on Disability and Development, TX A&M UCEDD

   for your leadership on this effort.

QRS Tier 2 Workgroup

- At the request of AIDD, AUCD staff will circulate the proposed revisions to all the UCEDD Directors for your review and feedback.

- Once your input is incorporated, we'll have new guidance for UCEDD 5-year Closeout reports that will include standardized and individualized measures.

- The UCEDDs involved in revising these measures will also be piloting them In their 5 Year Closeout Reports in 2020!

PPR- AIDD heard your request to streamline data collection and reporting so

Changes are being considered for the 2019 PPR, **addressing**
(1) the schedule of long-term trainee follow-up surveys changing from 1 to 2 years post-training,
(2) clarification on reporting interdisciplinary pre-service prep training programs,
(3) customer satisfaction for information dissemination, and
(4) performance measures related to diversity, inclusion, and cultural and linguistic competence

PPR Changes

AIDD is partnering with AUCD to obtain feedback on the first three topics, and will jointly convene a workgroup for the final topic to develop new performance measures.

PPR Workgroup- Your Input is Essential!

- What expertise do you think is needed to develop UCEDD performance measures…

- related to diversity, inclusion, and cultural and linguistic competence ?

Questions? Comments?

For more information about ACL

U.S. Department of Health and Human Services, Administration for Community Living, Washington DC 20201

Phone: (202) 401-4634   Email: aclinfo@acl.hhs.gov   Web: http://www.acl.gov/

NOTE & VOTE

Have a Break

- Big ideas from the breakout discussions

- Feedback on meeting

- Recommendations for TA

Thank you for your thoughtful participation in this meeting, your future action, and your contribution to the national network and its impact on people with disabilities!