

REALTIME FILE
AUCD
2020 TA INSTITUTE AND DIRECTORS' RETREAT-(ZOOM)
MAR 11, 2020

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>> Good morning or good evening to everyone. This is Dawn Rudolph at the Association of University centers of disability in on behalf of the resource center here at AUCD we are very pleased to welcome you to the 2020 Technical Assistance Institute for UCEDD Directors. This serves as your project directors meeting and by the next two days we are joined by UCEDD directors from every state and territory across 21 time zones representing the only national network focused on comprehensive disability research education and service across the lifespan. You are the grantees funded to change state and local systems for the better and we are proud to bring you opportunities like this to share information and experiences, to inform networking, problem-solving, brainstorming and visioning with your peers we are also joined by federal partners and the leaders and activists over the next couple of days and we are glad to be able to ensure our discussions reflect multiple perspectives. I would absolutely like to commend the UCEDD resource Center or URC staff for their dedication, focus and camaraderie in changing this meeting from in person to virtual in just two days. It was quite an effort and the teamwork is phenomenal. I'd like to give them all a hand. I'm happy to assure you that you are in good hands with this team and with each other over the next two days. We recognize that for some of you this is the very first time you have participated in at TA Institute and I hope that this virtual meeting still offers the amount of networking and sharing with peers that is such a strong part of our annual technical assistance Institute.

This year's theme revolves around the multiple milestones that are happening in the disability community in 2020. The Americans With Disabilities Act turns 30 this year. Title V of the Social Security act turns 85 this year. IDEA celebrates 45 years this year. The Vocational Rehab Act turns 100. That is a big milestone for the children's health act 2000 turns 20. The national disability employment awareness act or month turns 75. This marks that remembers number of milestones making this a significant opportunity

for us to reflect on where we have been, where we are, where we are going and how we are going to get there. I want to take a little moment to get us oriented to our meeting space. There are some meeting materials that are available on their event webpage. That is the same page that you use to register for the event. So hopefully you have that link. Maybe someone can drop it into the chat box while I am talking right now. That would be great if folks need it. I'm not going to go through all the materials right now. They will be referenced over the course of a couple days but I want to make sure you know where to find them. The agenda this year went to a couple of tweaks. It went through one tweak to make it to full days of an in-person meeting and then went through a second tweak to make it a virtual meeting. So you are going to see chunks of time in the agenda that do not, we tried to pick up the agenda so it's not full day in front of your computer. In part to accommodate the amount of time that we don't want you sitting in front of the computer for too long but also to accommodate the many time zones the people are joining us from. Throughout the agenda we will be looking at where we have been. The nuts and bolts of how we do what we do in the UCEDD network, where we are right now and where we are going and how we are going to get there. I also want to take a little bit of a minute. If you could just sort of poke around and the school around your mouse on your meeting room on your screen if you are joining online first to assure you, this meeting is being recorded. Especially this morning's session. I know folks on the far west coast in Hawaii and the territories might have difficulty joining this morning because of the time difference. They will be able to access the recording. The rest of the meeting will be recorded as well. Recordings do include chat boxes. If you join online you're going to see a range of personal management options available to you on your screen. It may be at the top of the screen. It may be at the bottom of the screen. These options help you facilitate your engagement with us and with everybody else during the meeting. I especially want to direct your attention to the little button that says participants. If you click on this button you're going to see a range of options like raising your hand or thumbs-up or applause or a range of other things. We want you and encourage you to participate in the meeting through those means even while you are muted. We encourage you to share your video as much as possible because sharing video helps increase engagement, helps other folks see you. Helps you see other folks. We also want to remind you that even while we are screen sharing, and you can see the agenda, your video is still available in the thumbnail view. So you can still see and be seen while there is screen sharing happening. We are going to ask you many times to mute your audio as you have entered the room the meeting room today your audio was automatically muted. If at any point in time you unmute your self to join a breakout session, to ask a question or things like that we ask you to please mute your self again when you're done. This just helps a better meeting experience for everyone. If your line is disruptive you will be muted or disconnected by the hosts. Please do not put us on hold, then everyone will hear your hold music. So we ask you to just be aware of that piece as well.

We have trimmed the agenda as tightly as we can. Because of this there aren't sections of breaks built in as there might have been in an in person meeting so please

take whatever breaks necessary to address your own needs. The next slide here has to do with some virtual meeting etiquette. I think a lot of this we've talked about already. Let's see what else have I not talked about yet. The chats in the chat box of the meeting room can be directed to the entire group or just to the hosts, which will get to some of us at AUCD or to any individual participant so you have a choice to select how wide spread you want your chats to be. I believe in the recording of the meeting only the chat box that go to all participants are the ones that are recorded. There will be times for Q&A throughout the agenda. This morning we are going to have a session focused with our federal partners. They asked that the questions be submitted via the chat box only so they can be reviewed in advance of being responded to and for the rest of the meeting you will certainly have the option to use chat box. You will also have the option to raise your hand using the participant options there. You can raise your hand if you prefer to ask a question out loud or if you need to offer clarification to a question that was posed in the chat box and we will be happy to unmute you for some moderated discussion there.

I really want to thank our planning committee. We had a great group that helped us pull the meeting together. Carol Curtin, Laurie Gardens, Elkhart Riddle, David [indiscernible], Maureen Van Stone, Derek Willis, Pat Morrissey and Sachin Pavithran, with excellent facilitation by Dorothy Garcia who did a masterful job incorporating a multitude of ideas to create the agenda and speakers for this meeting. I really want to thank them. Another round of applause. One thing that we typically do in every TA Institute is make sure we have the opportunity to welcome the new directors who are joining us for the first time in their role as director. This year for new ones Aubyn Stahmer at UC Davis is now codirector along with Robin Hansen there. Karan Burnett and [indiscernible] had been codirectors along with David Deere and now upon his retirement is the sole director there. Patricia Patrick is now codirector at the Winchester Institute for human development in New York alongside Sue Fox and Sally Gould Taylor is now interim director as of just this week, the newest one among us in Pennsylvania. There will be profiling of their pictures and a little bit about their expertise and where they want to collaborate and partner in rotating slide deck during break times. This is a virtual meeting. So you won't have an opportunity to connect with them all in person. I do hope that you will make a special effort to reach out and introduce yourself. Offer support and resources and camaraderie on an individual basis.

And I think that's it for the overall meeting updates. I want to move quickly to just one slide of some key accomplishments to highlight for our technical assistance team, new resources and materials available to you. Just this week in the midst of meeting planning actually we launched a brand-new URC website. This is a brand-new website hosting all of the technical assistance resources available for the UCEDD national network. We definitely encourage you to check that out. You can find it at AUCD.org/URC. Another new material also just finish this week long awaited and many of you had a great opportunity to participate in the development of a new toolkit for new directors called charting your course. This was developed by Matthew Williams who for

several years has led the AUCD leadership Academy and really digs into a lot of the soft skills and thinking around organizational and systems change that new UCEDD directors often need to do yet didn't have classes for in grad school or things like that. Not necessarily the things that folks had the opportunity to learn before they came into this role. And we hope this resource helps address many stumbling blocks that folks have experience when coming into this role. We certainly want this to be a successful network and each of you to be successful in your roles and we are hoping the toolkit will help with that.

I also want to highlight there is a new, for those of you who have data coordinators who import data into the national information reporting system NIRS, or export data from the system into your own databases, the import export function has been fully updated. There will be a webinar to train your data coordinators on how to do that and how to use that and we hope that that makes their jobs a tremendous amount easier.

As part of our language access plan that we have launched just this past year we are starting a new Spanish-language caucus of folks across the network who speak Spanish, who are interested in engaging, on how to get more of the networks disability resources to the Spanish-speaking communities across the country. Luis Valdes is leading that charge. Feel free to reach out to him any of you or your staff who might be interested. And coming soon also for data coordinators we know they appreciate a lot of support from our data support manager Natalie Martinez. Natalie has been working hard to update the online learning modules for NIRS. These are online trainings that take, that can train the data coordinators or any new data coordinators through every step of how to use NIRS. So those are near final and will be coming soon. Additional updates are going to be available on the TA updates handout. I believe I've already got over my time by five minutes. So I would be very happy to move forward and introduce the next part, the next speaker for our meeting this morning. This is Julie Hocker who's the commission on the administration on disabilities at the administration for community living. Following Julie we will be also hearing from Jennifer Johnson who is the deputy commissioner at the administration on disabilities and also the director of the office of disability services innovations at ACL. And again, if you have questions during this session please go ahead and type them into the chat box. Julie I'm happy to turn it over to you. Welcome.

[No audio available]

>> Julie, we can't hear you.

>> There should be two buttons, to start your video and to start your audio. In the left-hand corner.

>> Can you hear us now?

>> Perfectly. Thank you.

[Significant echo]

>> Okay all right are you on mute? can you hear us now without... Can you hear is okay?

>> It's perfect. Thank you.

[Indiscernible background voice]

>> Okay. If you guys can all, if there's any problems with sound let us know. As you know I'm Julie Hocker the commissioner on the administration for disabilities and I do want to also start off by thanking everybody especially the folks at AUCD for all the quick work that went into moving this completely online. I certainly appreciate that logistics can be particularly tough. But we are grateful that you guys are continuing to move forward with several days of productive meetings. We always enjoy seeing you in person but also encourage everybody to have a great virtual meeting and we will see you here in Washington in November. I'm joined here in the room by our staff who support you every day who I know you will be interacting with, not just today and tomorrow but throughout the year as always. And you're also going to be hearing from Jennifer Johnson. After me.

So with that I thought we would spend our time with an informal update from me. This is really often a time where we have discussion. And when we were talking about that we wanted to keep the discussions alive and so we are going to have you send in the questions to the chat while I'm talking you can start thinking about them now. There's always more than what we have time for so Jennifer is going to scan them to see what the themes are so we can hit on as many topics as possible. But Jennifer is sitting right here next to me and she's going to be keeping an eye on those as they come in. So anytime you guys have questions, go for it and we will get to those toward the end.

That said, I thought what we would do with my time that we have with you all a timely update on COVID 19 I know that's on everyone's mind at DHS and we thought we would provide updates to you. Have a few updates since we last met with most of you in November but we have updates about where we are and then after me, Jennifer is really going to dive in to a few of those topics more in depth and give you some other operational updates and then like I said we will close that with Q&A before Jennifer dives in.

So with that, on the COVID 19 I want to think everybody including AUCD who has come alongside us, and given us input, you can imagine Washington and HHS in particular these days is a 24 hour operation and so I wanted to give you a few remarks on that and then also kind of understand what's next and how you can help us and we can help you.

HHS and across federal government we are going to continue to work with our state and local and tribal partners and territory partners. As well as all of our public health partners as we continue to monitor and address the situation in the coming days and coming weeks. Nowhere near surprised that HHS has multiple workforces and teams

together working each day to bring a commitment to addressing this issue nationwide. I want to let you know ACL is particularly involved to get you some insight into what we are up to. Our efforts are led directly by our administrator Lance Robertson on behalf of the entire network of ACL and he is plugged in across all of the other efforts going on at HHS to ensure that the needs of older adults and Americans with disabilities are being met. Some key topics that I want you to know that we are working on. And again this is not just at the federal level but ensuring that state and local jurisdictions are ready to go. It's really thinking through the needs that are network and populations have around continue to direct service provider support. The readiness of care facilities to treat and address the needs of older adults and Americans with disabilities and then again we are also spending quite a bit of time with our partners here at HHS to ensure the critical information is available and accessible. You can imagine how hard this is to get timely information out as quickly as possible to the general public and so just hear from us the commitment that we have to continue to make sure that we are getting as much into accessible formats as possible. We are looking at innovative ways to increase that and if you guys have any ideas [indiscernible] that's a place where we are always welcoming help on that one. I want to also highlight that we are going to continue to get resources out. The CDC P on COVID 19 is up-to-date minute to minute on all the resources available we encourage you to go there. ACL's page is updated multiple times a day and will continue to have new information specific to our partners and populations that we particularly target. And also any specific information that we want to push out will come from Jennifer Johnson through the AOD network and you will continue to receive updates from her as well as assistance from AUCD as your technical assistance provider. So those are really the main sources of information and how information should be flowing to you.

Now one of the things that we ask is this is obviously, moving and changing everyday. If there are needs that you have or opportunities for us to get information out at the federal level we would ask you to raise that to us. Bring it to AUCD, bring it to your program officer. We are always looking for ways to get the information that folks need. So bring that to us. The other thing that we have really appreciated and encouraged folks to continue to provide to us our resources that they know has been effective and helpful. Whether it be in assisting individuals and their families in making preparations and responding or whether it be to networking with states on how to address the unique needs of people with disabilities. And so we encourage you to bring those resources to our attention. So that we can also look at the best way to make them available to an even broader population. We wish there were more hours in the day to some extent to get everything out that we wish we could so we are going to also rely on the many experts across our nation and the communities that are experiencing this firsthand to also bring their ideas and best practices and emerging best practices as we go. And of course if you guys have any questions that we will address that at the end but I wanted to make sure you guys heard from us, our commitment and the around-the-clock leadership that ACL is providing to ensure that the needs of Americans with disabilities are being met and heard across HHS. And federal government.

So with that I'm going to pivot a bit , and like I said if you have any questions you can answer them drink you and a or over email later today as well. In addition to everything going on with COVID we have been really busy here at ACL and within the administration on disabilities so I'm going to do a couple quick updates and then dive into priorities really quickly for you all.

So you notice the first update that I had was that I'm still here. And we thought that we would just give you guys a quick update on that. I'm moving through the confirmation process. Of course behind the scenes we know that it's possible that I will be confirmed and moving over to the Department of Labor. I'm working very closely with both my leadership team that runs AOD as well as leadership teams here at ACL to ensure that should there be a transition that we are ready for that. Jennifer Johnson was named the Deputy Commissioner of AOD last September and really oversees most of the operation of the administration on disabilities and you should know that we anticipate very little disruption to operations should there be a change in the person in my feet. But we are also in working to ensure that anything that may be disruptive [indiscernible] continue to know that Jennifer will be here as the deputy commissioner. You also have your acting director in Allison who oversees the program and all of your program staff. But know that we continue to use [indiscernible] inevitable transition. With that I will keep going to things that are more exciting.

We ended up, we rounded out FY 2019, close to that out and had a great start to FY 2020. Our reorganization is complete. In AOD. We have many new faces. We have program officers who had joined us. In the IL program we have a new team leader who is now reporting to that office director. Jennifer has moved in as the deputy commissioner of AOD and fully stood up the office on disability service and innovation and we do continue to search for a new director of the office on intellectual and developmental disabilities and we will keep you all apprised of how that search is going. But for now, Allison is our trustee and very capable leader in that acting role and no changes anytime soon on that front. But it is a priority for us to continue to look. For a permanent leader of that role.

With that I want to talk a bit about 2020. We are in the thick of that. We are almost halfway through the fiscal year which is really hard to believe that we are coming up on that. But I want to talk about how we thought about the priorities for 2020 across AOD, not just within our DP program but we really think of our priorities as being across all programs. We have a significant focus on operational excellence making more effective and efficient on how we manage and oversee the programs on a daily basis. We are developing and transitioning to a more outcome focused mindset and approach to our oversight and planning and we have operationalized both the long-term vision of community living expectation as well as the key opportunities that we believe we have on behalf of all Americans with disabilities to have community living as the expectation. So I thought I would kind of break that down a little bit for you this morning in just a few salient notes so you kind of get a flavor for what that all means and where we are going.

And the operational excellence front, what this really means is across the administration on disabilities we are making sure that our processes work, that they are repeatable and scalable. And also a significant part of this is reimagining the role of deputy commissioner is really overseeing most of the operations that go on each day across our programs. And ensuring that they work to the benefit of the entire organization and we have also moved into ensuring that all of our programs see compliance as a foundation for excellence and that a strong and rigorous compliance and oversight really leads to better outcomes. One of the things that we do in every single staff meeting that we have for all AOD staff is have time devoted to operational excellence and improved compliance because we don't think about that as program by program but we are really thinking across the organization.

We are also talking, not just talking but really doing and implementing our outcome mindset and approach. Moving away from simply just counting activities and people, and while that is important and we're going to continue to collect that data we are not just thinking about those outputs. We are really asking now why does it matter, how are we moving the dial. How are we realizing [indiscernible] community living and opportunity for community living for all people with disabilities and how can we measure that? That's a question we are asking at the leadership level, with staff, with technical assistance providers, with grantees. We are asking it everywhere and really starting to put that down on paper so that by the end of the year we are really driving based on outcome measures, not just output. It not only tells a stronger story for the programs but allows us to focus in on the most important important and value at work that we are doing. You will hear about it in a number of ways, not just from us. But you will see it in all of the funding opportunity announcements. You will see it reflected in the new investments that we make, particularly through discretionary funding and you will also see it as playing an essential role in how we plan and work with our partners. We will really be starting at the outcomes that we are driving towards and the priorities that we have. And you will see that significantly come together over the next few months. Like I said we are focusing with our staff on that and the work that we do every day. And coming back to that foundation of compliance. The only way that we get to an outcome kind of mindset and approach is by having a foundation of operational excellence and compliance that enables us to focus on performance and that is how those to interrelate for us and where we are going this year in the administration on disabilities across all of our programs.

Now with that foundation we continue to focus on a number of assets and I know Jennifer is going to hit on several of how we think about the work that we do and the outcomes that the programs that we see collectively but I'm going to hit on just two of them so I'm going to talk a little bit about health equity and a little bit about economic mobility and employment.

So as you all know on the health equity front, this has been something that we have been talking about for well over a year but we really began to invest in starting this fiscal

year. There's a couple of things we are looking to both understand better and directly address. And we believe that our DD programs and AOD as an organization are best aligned to drive that across HHS in particular. We are looking to understand and address the long expected, the life expectancy gap of individuals with IDD versus the general population. We want to understand the unmet needs and taking care and the opportunities to provide a more equitable care for individuals with IDD in particular.

I know you all by now have heard about the center at the University of... Sorry the University of Cincinnati in Ohio. So I won't talk too much more about that but, because I also want to highlight some of the other things we are doing in this space and Jennifer will dive in on some of these as well but I want to highlight them because this isn't about one single project but it is really about the focus that we have across a number of efforts where we are focusing our limited resources. So we do have partnerships across federal government to include our data surveillance to understand the publishing of IDD in the US. We are continuing our supported decision-making grants. We are working across APL on social determinants of health to expand our partnerships. We had a great summit last week across disability and aging as well as healthcare providers across the nation. We continue our work to address NAS and maternal mortality, both issues that are important here at HHS, but directly impact our IDD community as well. We continue to partner with SAMHSA and the Center for cooccurrence, mental health disorders and developmental disabilities and we continue to support our LivingWell grants. Those are just some of the programs that when our health equity teams meet to talk about how we are addressing longevity and the unmet needs of the IDD population we are talking about all of these are pieces that are going to work together to address that in the long-term. Short-term action, long-term outcomes.

The team that is assembled across AOD, really oversees a collection of activities and is currently iterating on the long-term goals. I think you will be hearing more about those in the coming months as we solidify some of that work and I don't think anyone would be surprised to see us continue our investment on a focus on health equity and addressing not just understanding the needs of the population but really being a driving force in meeting those unmet needs.

I also just want to highlight finely before we move on to employment that we are working with the national Center on [indiscernible] as well as the Paralysis Ctr., Money follows the person and also we are renewing and refocusing the [indiscernible] IL friends in particular so that we can again be addressing the health equity needs across many populations.

Finally, you know that we talked quite a bit about employment and economic mobility as an important component to community living for individuals with disabilities. I know many of you are familiar that the non-[surprise] blessed septa member we were surprised in the best way possible that we got 58 businesses from across the US who wanted to be part of the price competition. We are currently in phase 1, round one of that. But we are really excited about the fact that so many businesses across the US

are thinking in new ways and innovative ways, I just was looking at the application yesterday with the team, to rethink how they recruit and retain individuals with disabilities. And one of the things we are thinking about is how to connect those businesses with folks just like you to make those stronger partnerships in your community. Don't be surprised if some of you are reached out to as we move through the price competition. I will keep going and say that what we are also doing in Washington is really thinking about our federal partners that we work quite a bit with a number of our federal partners and one of the partnerships I'm excited about is with the Department of Ed and the office of special ed and rehab services. We are actually looking at how we can improve the relationship at centers for Independent living and vocational rehab. And you may be wondering why is Julie giving us that update in the UCEDD meeting? Here's why, these things don't happen in isolation and we may be focused on IL and vocational rehab and figuring out how to partner better, but when we are on the ground what we realize is those partnerships work when there are other partners involved. And so one of the things that you will be hearing as we continue to think about real implementation and advancing the real goals of that legislation in particular, is thinking through the roles that our DD partners play and so I bring that to your attention to say is not over there. It's not in IL. That might be the start of the conversation but we know the most successful communities are going to rely on you for notable partnership as well. And so I wanted to kind of put that on your radar so that you know it will be a continued focus. And our plan is to be making some announcements this summer around ways that we want to strengthen and support these networks addressing transition at the state level. So be looking for that as we think about that is the 30th anniversary of the Americans with disabilities act, 100 years of vocational rehab and what we are going to be looking at is what are the key outcomes that we want to look for. As our staff review your annual reports this year one of the things they are looking to tell us is the outcomes that are being achieved so that we may be measuring and we want that to inform our program goals. And we can think about what are the measures that we need to change if any that we can bring to the grantee report incurred these are always going to be focused on improving the expectation of community living for individuals with IDD. You will see them be both related to priorities around health equity and employment but also the other areas that are just as important. Protecting rights, empowering individuals, families and communities, connecting people with resources but also thinking further out, what does that all lead to. One of the first places you will see this is in our discretionary spending. So particularly for the funding opportunity announcement that you saw last year and the ones that you will see this year, all of them have stated outcome measures that we are using and you'll see that their reports are based on those outcomes. So, in the short run I would say you are going to continue to submit your PPRs as you always have. When it comes to specific outcomes, our goal this year is to define what they are. We are always looking for input on that. But our teams that are really focused on this are the ones addressing life expectancy gap and health equity and the teams looking at economic mobility and employment opportunities. And so the first outcomes that you

really see us rule out toward the end of this year will be reflective of those two key priorities.

>> One thing that I will add to that end we will talk a little bit about this later going through the discretionary project that we have to the project of national significance that is one program we haven't had performance measures that DDX is identify outcomes that we should be achieving across the programs, and we have measures in place for each of the programs [indiscernible] national significance of one of the things we been working on is a project to develop performance measures for the projects of national significance so that we do have a full complement of performance measures for the DDX programs and as Julie said as you all know we are always looking at those performance measures to make sure that they are in the best way measuring the outcomes of the programs. Any other questions?

>> And I actually think we ran a little bit over time with Jennifer and the team here. If anything else comes up I know the staff will bring it to my attention and if you guys have any questions I just want you all to hear from me, we are here first and foremost as your partners and voice in Washington. Answer if there is anything we can do to support your programs or information we can connect you to, your first line of defense is always your program officer so we can talk as often as you need to to get the information and support that you need, but Jennifer and Allison and I as leaders within AOD are also here. Don't be shy. The next time you are in Washington please stop by the federal offices but if there's anything we can do we look forward to talking to you guys soon. Thanks.

>> Okay so I think it is being virtually turned over to me now. I have made video going. Can you see me? there we go. Now I can see me. That's lovely. Sorry I'm getting used to the virtual platform. First I want to thank Julie for opening our question here today. And for being with us. And for all of you for the effort in making it to the TA Institute in a virtual manner here. I also want to echo my thanks for the staff at a UCD who also did a Herculean effort to take what was an on-site meeting and turn it into a virtual meeting in a matter of days. I certainly can't imagine all the things that they had, they went through to do this and so far it is running quite smoothly and it is quite remarkable what they were able to accomplish. So thanks for that. I also want to thank our AOD staff who are the steady folks here that keep the work going. So we have Allison crews who is here and Pam O'Brien and also Sean Calloway who works on the uCEDD grants here in the office as well as a number of other staff who work on programs and issues to keep the work moving. I also want to acknowledge the planning committee for their role in planning for the TA Institute. Looks like a great agenda. And I'm sure it will be a very productive time for all of you. So I'm going to go through some updates this morning from ACL as Julie indicated. I'm going to thread a little bit more detail about priority areas and in doing so I'm also going to be highlighting where we are collaborating with federal partners to advance our work. But also highlighting our investments that you have heard a little bit about in those areas. And also including information about some

of the grantee activities that are going on in these priority areas to show where there are linkages to the work that you are doing to our priorities here at the federal level. Note that the examples that I will be providing are not exhaustive of all the work that goes on within the DD programs and within the programs funded by AOD. But it's just meant to give you a sense of where the connections are in the activities going on in the states and territories. And also it does not recognize the other work that's going on in other areas. We know that there is a vast amount of work that goes on not only within the UCEDD network but also in the other AOD program so this is a window into other activities going on related to the AOD priority areas.

So if we can move to the next slide please? we are starting here with a view on what our current priorities are within AOD. And you heard Julie talk about these areas. What we are calling healthy living with a disability which is really looking at all aspects of healthy life with a disability in terms of healthy living in the community, but also ensuring health and safety and addressing issues related to health disparities. The second area is achieving economic security and mobility. So obviously that is looking at disability and employment but we are also looking at the area of able accounts and really focusing the conversations not just on employment and getting jobs but also on having a career and career development. And then what we see is sort of as Julie called them are evergreen areas, our focus areas would be empowering individuals, families and communities and protecting rights and preventing abuse. So I'm going to talk about each of these in a little bit more detail. Thank you. So the slide that I'm showing you right now is healthy living with a disability priority area and the projects within AOD that are working on that. And so not only do you see some of the DD projects but there are also the traumatic brain injury state internship programs that really have a focus now on living well with the TBI. We have the UCEDD national training programs on neonatal abstinence syndrome as well as getting better health and surveillance data on the IDD population and we also have an HHS initiative on maternal morbidity. You can go to the next slide.

This is a little bit more detail about those projects and where they are. And the UCEDD engaged in the project so for that living well projects we have a number of councils and implementing the projects as well as within the national training initiative we have a number of UCEDDs involved in the project as well and as I mentioned we continue to work on the ID DD data initiative which involves a number of stakeholders including experts within the UCEDDs network. We are not going to go through the slides in detail but just to give you a sampling of some of the activities going on within the network if you want to go to the next slide in the area of healthy living with a disability we have UCEDDs doing work in this area, DD councils if you want to go to the next slide there's another DD Council example of work they are doing related to oral health and then the next slide is work that has gone on within the P&A's healthy living with a disability. So I think the slides are going to be available to you all and you can read through these in more detail but again it is to showing where there are connections to the work going on in the states and territories to our priority areas. Next slide please?

one of the things I wanted to highlight within the work going on in the AOD network is where there is collaboration occurring and here is an example of collaboration between eight UCEDD and CIL in terms of living and working with a disability and living and working in rural areas so nice to see the activity going on. Next slide please. Within the DD work specifically know there's a lot of collaboration that goes on in areas such as preparedness, working in issues related to waiting list reductions, maternal job and health, maternal health care transitions and autism services so there's quite a bit of collaboration that goes on within the DD network to support healthy living. In terms of our collaboration at the federal level as Julie mentioned we continue to partner with a number of federal entities in the ID DD data initiative including the national Center for health statistics, where we are engaged in a project with them to test questions for the national health interview survey to identify the ID DD population within the national health interview survey. NCB triple D is also a critical partner that has been alongside with us in that effort. We have also been working with CMS and the assistant Sec. for planning and evaluation here at HHS, the office of minority health and we also as I mentioned have been engaged with an HHS workgroup on maternal morbidity to ensure that issues related to women's health, women with disability and disabilities in their health is incorporated into the HHS plan.

In terms of protecting rights and preventing abuse, the obvious come obviously the P&A within this work is within the core of what they do but we recognize that our programs I will highlight some examples of how programs are doing work in this area more broadly. We also continue to support our work in supporting decision-making as well as we see the living well projects as being an important part of protecting rights and preventing abuse in addition to it being an important part of healthy living with a disability. Next slide please. in terms of our decision-making what we invested in this year you as you recall we had fun of the technical assistance center on the supported decision-making. That grant ended and the seer what we did was to fund three planning grants to support state collaborations that represent both the aging and disability populations to develop plan for the state to continue to advance strategies for alternatives to guardianship in their state. At the end of the planning year what we hope is what is intended is that the states will have an action plan that will help them to advance strategies that are alternatives to guardianship that will also ensure self-determination of older adults and adults with ID DD. Those grants currently are with the Missouri and Kansas UCEDD and the Indiana P&A. I talked a little bit of under the last priority area about our living well projects and who currently has those projects. This slide is just telling you a little bit more about those projects in case you aren't familiar with them. We have been funding them for a number of years but the idea is to integrate both community monitoring and models for community monitoring with efforts to build capacity within the community as a way to mitigate incidences of abuse and neglect in the community. So that is where we see it growing both across living well with a disability or healthy living with a disability and protecting rights and preventing abuse because it really is covering those two areas and integrating those two areas. Next slide please this slide is just providing you with some examples of work that P&A's are doing.

Like I said we know the grantees are doing quite a bit in this area and this is just highlighting a couple of those activities.

Another example of work going on with in Kentucky. Around abuse investigations. And we can go ahead. In terms of DD network collaboration we are aware that there is collaboration that goes on across the programs in the states in this area including collaborations that focus on the use of positive behavioral supports and trauma informed care and addressing issues related to restraint and seclusion. In terms of our federal level collaboration we are working with the office of elder rights and adult protective services within the administration on aging. There is a lot of crossover in the work that we do and the work that they do so we are working more closely with them to coordinate our efforts in this area and we continue to work with CMS, OCR and OIG on the living well projects and we continue to collaborate with AOA on our supported decision-making projects. As well as the work with the P&A's. in terms of achieving economic mobility and security we do have a number of projects that we are engaged in to work towards this priority area. And so I'm just going to highlight a few of those and the work we are doing here if you can go to the next slide as Julie mentioned this year we did something new. We did this challenge competition that was focused on employment as a way to engage the business community in a more active way around the employment of people with disabilities and so we are in the process of reviewing the applications that were submitted so we can award up to five of those to keep moving forward in the competition. So we were really delighted by the response we received from the field and from the community to that challenge competition. We continue to invest in our pie grants and we also have TBI state partnership grants that are focusing on the issue of employment for individuals with TBI. So that is some work that is going on there. Again, here are some examples of ucedd activities related to employment and another one coming from California and the work they are doing there. As well as work that the Texas DD center did related to fundamental minimum wage and the state contracts that use that practice and eliminating that is part of the state practice. Here is example of the work that the Alabama P&A did as it relates to sheltered workshops. And again highlighting here is work going on across the network to advance employment and economic security for individuals with ID DD and these include issues related to establishing the employment first policies in the state, the efforts to remove sub minimum wages, the work toward customized employment and continued focus on youth transition. At the federal level you may have heard this talking in the past about the ACL interagency employment task force. That task force continues to meet and identify the ways in which federal agencies can increase the employment rates of individuals with disabilities and we are also participating on the national Council on disability, able interagency community which is trying to advance efforts related to able.

Our last area is empowering individuals families and communities of this is where we are really focused on projects that not only connect people to resources but identify where there are needs in the community and where they need to be connected. So as

an example we are supporting the RAISE committee. That is a way for us to identify the needs within families as it relates to supporting their loved ones with disabilities.

In terms of some of the projects that we are investing in we continue to invest in our self advocacy resource and technical assistance center. They continue to develop resources. Most recently they developed one on real work for real pay for individuals with ID DD as a toolkit for them to use. They also have an active Facebook page where stories are being posted and they continue to support fellows and they have a third cohort of six fellows that were just selected so that work continues. In terms of our CILs, one of the things that they do on part of the core services is connecting people to resources and in a variety of ways empowering them to lead independent lives, so they do that through a variety of core services and last year in 2018, I'm sorry they were 844 instances of core services that were provided by CILs across the US and its territories could we are just giving some examples here of UCEDD activities in this area. You want to go to the next slide as well as an activity, and example of a DD Council activity here. And then some examples of P&A works related to this area. And then in terms of our DD network collaboration there are some examples there. I'm just noting my time and realizing I'm going a little long so I'm going to speed through these. These are just some examples of Ivo solicit some examples of federal level collaboration and---one of the things I wanted to point out is if you are familiar with the patient centered outcome research trust fund, HHS and the assistant Sec. for planning and evaluation manages a trust fund for HHS to support research within HHS to support patient centered outcomes. So they have what's called a leadership Council to manage the trust fund and ACL was recently added. the administrator Lance Robertson is the representative to the leadership Council and his role in the Council has been delegated to me and the reason that is important is if you had followed the reauthorization of PCOR you would have seen that intellectual and development of disabilities was identified as a priority area for the research funding. And so we will be able to work with [indiscernible] as they start the priority area for continued funding with PCOR.

I'm quickly going to go over what Julie mentioned in terms of our operational excellence here. I think she covered this in her remarks so I'm not going to spend much time here come only to mention that under the reorganization with the DD act programs being under two offices we have formed what we call the DD act team that meets on a regular basis to make sure that there is continuity across the work of the programs including the monitoring work that we do of the programs. If we could move to the next slide?

I'm going to turn it over to Pam to provide us some updates on the Federal Register notice that was recently published for the UCEDD PPR.

>> Thank you Jennifer and thank you to all the UCEDD quality review workgroups that has been involved with this review of the PPR. As you know, the current UCEDD PPR data collection approval expires on May 31. So, under the paperwork reduction act of 95, federal agencies are required to publish a notice in the Federal Register concerning proposed collection of information including each proposed extension. And we are

asking for an extension of existing collection of information. And to allow 60 days for public comment and response to the notice. Additionally, the notice solicits your comments on extending with a slight revision and solicit comments on information collection. for UCEDDs on their final five-year report so we are adding a PPR data collection to include the five-year cumulative data. Collection. And this would also add, we are allowing a 50 hour burden estimate in this notice for your comment. It would also include the narrative summary, which you are already reporting on where you include the goals accomplished, your barriers and what information you have on success stories. Now we are asking additionally for you to include an impact statement. Next slide.

>> So now we are going to be moving into organizational updates and I'm going to turn it over to Allison to provide Those to you all.

>> Good morning again, and this is Allison Cruz. To be mindful of time we're going to go quickly over ACLs not in detail, but just quickly giving you what you see on the slide is basically ACL organizational chart as Julie mentioned the reorg has been completed. All the offices and centers and offices remain in place and for the purposes of this information sharing today I just want to remind you of the programs that fit within AOD, how AOD is structured. So AOD has three structures it has the offices of intellectual and develop mental disabilities and within OID be I serve as the acting director for OIDD as well as the QRS lead and we have the State Council and development of disability disabilities, UCEDDs of course and also support the president's committee for people with intellectual disabilities on SPC PID. Also within AOD we have another office, which is the office of office of independent living programs and we have centers for independent living as well as the state independent living Council. And the third office within AOD is the office of disability services innovation. Where Jennifer sits in that office. As both the deputy commissioner as well as director for that office. Within that office we have the P&As the programs of national significance or PNS as well as the paralysis resource centers, the national--- resource centers and TBI, the traumatic brain injury programs that we have. So that's just in a quick overview reminder of the centers and offices excuse me the offices with in AOD.

This is again just a review of AOD leadership. You heard from Julie this morning could she is our commissioner. I mentioned Jennifer, her dual role as deputy commissioner and director 40 DSI Pritikin myself, Allison Cruz and Karina Stiles serves as the executive director for the office of independent living programs. Next. and for OIDD staff contact information we have two staff particular for UCEDDs. we have Pam O'Brien who is the program lead and she has regions one, two, three, four, six as you can see and her contact information is there. We also have the support of Shawn Callaway as a PO for regions five, seven, eight, nine and 10. she also assist with some of the DD program as well and his contact information is there if you need to reach either one of them. Next slide.

And for the grants management who handles the grants for the UCEDDs, fiscal points of contact is Tanielle Chandler and her information is there. And for the grants specialist we have three that are now working with the UCEDD programs, we have Shalonda blue, Patricia Barrett and Renée Caruthers was a senior grants management specialist. So a little bit of information about the FY funding update for, for the FY funding, you have the amounts. And that funding for the core award is 570, excuse me 570,718 per center. W, information we are sharing t an additional \$1 million to the UCEDDs with a specific targeted intent and the intent is to establish a program for partnerships between existing UCEDDs and highly qualified nonprofit service providers to develop models that offer individuals with intellectual developmental disabilities and their families with community based adult transition a daytime services to support. So for the awards and funding for FY 2020, new and continuing applications we are going to have three new UCEDDs who submit an application the five-year core grant application and FY 2020 with the due date of April 3, 2020 and the merit review would be the week of April 20. With continuations, no continue applications were required this year because they submitted a multiyear budget in the five-year core grant and the OGM supplemental notification is due out at the end of March or early April. Next slide. Now we are opening it up for questions and comments and I will turn it over to Jennifer.

>> Sure. And one thing I forgot to mention is that we are, there was a question that came in about the notice of proposed rulemaking that OMB issued related to federal grant regulations and I don't know if anybody had seen that are not but I understand that some have seen it and have questions. Right now ACL is doing an internal review of those proposed regulations to determine if it h on any of our grant programs. If there if you'd like to review the regulations please do send those to us. Actually I think it would be easiest to send them to Pam and she can send them to the staff that are working on the review of those regulations with our grants office. But that is the status of our work on the review of the grant regulations and we will be providing comments back to the department and to OMB if necessary to address any concerns that we have in the proposed regulations. So now that last update we will turn into any questions that folks might have you can use either the chat box or I don't know if people can use voice. To ask questions.

>> Sure, folks can raise their hand using if you click on the little participant but you get the option if you want to raise your hand and we can use that on mute you or you can type in the chat box.

>> I see a question about the three UCEDDs [indiscernible] planes this year so

>> Texas A&M, Vanderbilt and University of South Florida.

>>> So just to clarify, these are existing UCEDDs that have to submit the new five-year plan to continue their designation as UCEDD and for continue funding under the program. other questions? I think we are a little bit over our time.

>> Jennifer and Julie I really want to thank you and Pam and Allison as well for your time today sharing your time with us. And also thank you for your leadership. Certainly we can hear clearly through your presentation that knowing what your priorities are are really helpful to the whole UCEDD network as you can get information to help support those priorities and also sharing information on how we can engage with you to support the collaborations that you have across federal agencies is very helpful. I think it may be worth noting especially for the new UCEDD directors meeting, during this meeting today, the information that is submitted in NIRs for your PPR, we at the UCEDD resource center at a UCD, we mine that information sometimes daily, definitely weekly to help get information to ACL about the, what is happening across the network so ACL staff can bring your research, your expertise into those conversations with their federal partners. And I really have commended Jennifer especially. I think you have reached out more and more about this in the past couple years than in the past and I really hope it seems like we have got a really smooth the way of you asking us for the information, is getting information to you and all of that sort of relies on the network getting their information into NIRS on a regular basis and so I wanted to give a quick overview about how that ties together and definitely thank you to ACL for championing the expertise of the network across the federal agencies that you collaborate with.

>> Well, thank you.

>> I do see a question, two more questions in the checkbox that came in for you.

> Do we have time for those? I know we are a little bit over our time?

>> I think they would appreciate the answer if you have a couple minutes.

>> Yeah, and we certainly have the time here. So the first one is about the continuation application. just wanting to restate the information

>> so, for FY 20 there will be no continuation applications that are required this year because the UCEDDs submitted a multiyear budget in the five-year mine grant application. Does that answer the question? hopefully it does.

>> Do you also want to talk about the supplement...

>> the supplement we are reviewing that. and there could be a possibility that there is not... from discussions that we have had that there would be a supplement.

>> In terms of the question about budget implications resulting from current emerging COVID issues, well nevermind... we can address this later, but based on what Julie said we are monitoring the situation on a daily basis and throughout the day. And just yesterday we did get on a call with a UCD and ndrn --- just to talk about the current situation and potential impact on grantees so we will continue to communicate with the national associations on issues related to COVID it as Julie said I will be getting out some information to you all. It won't be in reference to any budget implications but it certainly will help provide information that is being shared with the states and local

areas. So we will just continue to monitor the situation and certainly things related to the impact of the virus on your work and potential for budget implications we certainly will be monitoring that. So just an acknowledgment about the IDD being included in PCOR, we were delighted to see that language being included in the reauthorization and obviously sets of a great platform for the work we have been doing in getting more data on the IDBD population so we are really planning to utilize the opportunity and take advantage of it to keep the work going. They're sending the written notice about the continuation. I'm also wondering if that refers to the continuing... they will probably get it a notice of the award

>> Yes, July 1.

>> So again I don't know if it was in reference to that or just needing a notice about the fact that we will be processing continuation so if we could just get a continuation, clarification on that

>> we will follow up with a written communication regarding the supplement and the continuation as well. Just so that we are all on the same page and the communication is consistent across all programs.

>> All right thank you all very much. Really appreciate your time and especially the couple extra minutes for answering some questions. I think we have maybe things to go over before we take a break. so for that I'm going to, Sarah I will do the slides for you could just let me know.

>> Okay, that sounds good. I'm assuming everyone can hear me. I'm assuming everyone will let me know if that is not the case. So thank you, Dawn and all the ACL staff for a great start to the 2020 TA Institute. For those who don't know me or do not know my face yet come I'm Sarah DeMaio. I'm a senior manager for UCEDD at the TRC and I will be seeing and shepherding everyone through the virtual process for the rest of the TA Institute. So, quickly before we go on break in just a few minutes I wanted to mention that before you come back from break we need you to do something so that the next hummus so that this afternoon's session can be a little bit more interactive. We are planning on breaking up into small group discussions. But in order to do that we need you to select which small group that you would like to participate in. So you see on the screen the link. It had also been added to the checkbox so you can click through to that. If you are on the phone it is included in the agenda so you can use the link for it should be survey.monkey.com/R/T a 2020 breakout one and that survey monkey link will have three questions, one is asking you to identify how you are listed in zoom so when you are logging in online you should have your name and it will be easy to identify you. If you are calling in or you are not identified by your name it is very important that you indicate what screen name is appearing for you on zoom, what your phone number is or if it is your center or pro that is the name on the account. Put that in, add your contact information so that we can follow up with you if you have any questions and the last question will be asking you to select your breakout session. All of these topics were

selected by our planning committee so there are topics around the University UCEDD relations, this--- diversifying funding, leadership transitions, program sustainability and setting five-year goals around leveraging funds. So some really great topics. We need you to make the selections before we come back from break at 12:30 PM Eastern daylight Time. If you do not make the selections you will not be moved into a breakout room and you will be left in the lobby talking with Anna, who will be available in the lobby of the breakout rooms to assist people. If for whatever reason the process does not work as smoothly. We thank you for your patience. We thank you for they participation that we have seen could I've seen a couple hands clapping and thumbs-up from the discussion. we will have a rotating slideshow of all the new directors so that you can get a sense of who they are and what they are working toward in the program. So thank you all again and we will see you in just about an hour and a half. We will have a five-minute break we will have a five-minute warning go up in the screen. This zoom session will remain open. So you can stay on or keep it open on your desktop and see the five-minute warning or you can log out and come back. It is up to you. We will be using the same link. The same phone number. The same zoom room. It will remain open. So we will see you in an hour and a half. Thank you.

>> Right. Yeah, and Sue, this is Cindy, I don't recall, maybe I missed it did we get any instructions as facilitators or... I didn't recall anything

>> No. And I did ask. And if you have done these before it is typically just sort of introducing the topic and... then having either, you know I put together a couple of questions just to stimulate the discussion. But hopefully you get a group where everyone is going to sort of share what their perspective on whatever the issue is.

>> Yes I know from past experience they are pretty informal. Just want to double check.

>> That's what I have been told and so does that change in any way but I guess not.

>> Well I'm excited to see how it works because given the circumstances I know in my office we haven't used breakout sessions. I mean we use them every day, but we are looking at sort of okay this is something --- this is something we are going to be using so this is a nice opportunity. [Indiscernible]

>> Questions and setting up your welcome to email us and we can set up a separate meeting where I can walk you through things. If you need that assistance.

>> Great, thanks, Anna.

>> You're very welcome since we know that this might be like the reality for the next couple of months.

>> Yeah, okay take care. I'm going to put it on mute again thanks.

>> All right thank you, Anna, that's very helpful.

>> The presenters log on to do their test

>> I talked to a couple facilitators.

>> I think I have...

>>> this is savanna. I'm doing one of, I'm facilitating one of the rooms and I'm just curious

>> Are we going to get a separate link for it.

>> Pretty much what happens is you will be moved there. You don't have to do anything except hold on, I'm hearing, is that someone else is on. Is that you you will end up there and there are ways you can communicate with us in the main room if you are

[CART standing by for audio]

>> Presenting can you show your screen and on mute yourself

>> Hi I'm here, this is Larry.

>> Hi Larry, are we not going to see your face?

>> No, our institution has limited the use of cameras on our computers.

>> Really that is just rude. Okay that's fine. The microphone works.

>> Yeah this is Bill Kiernan.

>> Hi, Bill, there you are.

>> My university did not restrict it.

[Laughter]

>> Just require 15 minute commercials.

[Laughter]

>> Lori Garnes here

>> Hi Lori.

>> Hello.

>> [Indiscernible]

>> I'm wondering if Ken his login under MCDD.

>> You are in different locations. How about that.

>> Hey, Tammy.

>> Can you hear me?

>> Yeah, really well.

>> Atarting a day with an obstacle course. That looks like fun.

>> All right.

>> Look at that, Ken perfect height.

>> Good morning, good afternoon Ken. good to see you.

>> All right. It is 12:30 PM. And I have just a couple of reminders and discussion items to get through and I don't want to get us behind schedule so I'm going to go ahead and get us started. Might as well restart the recording. And that is my first reminder for everyone. Welcome back for those who were here this morning these will be reminders. for those who are just joining now who were not able to join us this morning, the meeting is being recorded and this morning's session was recorded as well so these, the content in the plenary space will be available for viewing after the meeting has concluded. As well as all of the event materials are available right now on the event website. If you are just joining us or did not have an opportunity to do this when you were with us this morning we encourage you to introduce yourself in the chat box. I also want you to take a moment if you are new to zoom to look around and check out the various features available. You should have a control panel that is either at the top or bottom of your screen depending on which of you you are using. Buttons on the control panel will allow you to mute yourself or on mute yourself, share or stop sharing your video, toggle on the closed captioning and you can decide to use them as subtitles or as a running transcript. In a separate box. You can open the chat window or you can open the participants window and of the participants window is where you can, you have a number of engagement options, giving claps or thumbs up or thumbs down. You can also raise your hand which will get our attention if you want to ask a question during the Q&A sessions or if you need some assistance.

I also wanted to mention a quick correction to the agenda that went out yesterday. It is corrected on the online agenda. But I wanted to make sure that everyone was aware that Derek Willis who was listed in facilitating both breakouts four and five will actually be facilitating breakout four on strategic partnerships and Deb will be facilitating breakout five on diversifying funding.

The survey link that was shared before the break is going to be closed now. So if you have not been able to make your selections you can just wait till the start of the breakouts at 1:15 PM and when Anna starts the breakouts you will remain in the lobby and she can place you into your discussion room at that time. All right. So moving on.

So after some excellent reflection from Dawn this morning when she summarized the many anniversaries that are informing our conversation today and serve as the theme for this year's TA Institute, we are going to be drilling down a little more this afternoon into specific focus areas. So, to start this afternoon we are going to have a retrospective panel about the work of our network and the disability community writ

large. We will say by our wise and elders who have been invited to participate in this panel. Who will reflect on where we have been and then later this afternoon we will focus on how we do this amazing work, both now and in the past, during some more nuts and bolts breakout discussions. And then we will wrap up this afternoon with a discussion on the equity diversity and inclusion action plan as it informs all the work that we do across the network.

So without further ado I will be returning the mic to Dawn Rudolph who will be facilitating the panel and will introduce the panelists.

>> Hi this is Dawn. thank you so much therefore hurting the cats. It's much appreciated and I really want to thank Ken and Bill and Larry for your willingness to participate and your flexibility in participating remotely as we all stay healthy and wash our hands often. I would like to introduce the three panelists and then jump right into conversation. We will certainly have time for Q&A, for questions and answers at the end and feel free to type any questions that come to mind in the chat box as we go along. And we will get to them after everyone's done. Ken Capone Jones us from Maryland. Ken is a public policy director for people on the go Maryland, which is a self advocacy group, a very strong self advocacy group in Maryland very much thanks to Ken's leadership. It's also closely affiliated and I believe has office space at the Maryland UCEDD. thank you for confirming. And thank you Maureen for your support as well. Bill Kiernan now special assistant to the Provost at the Institute for community inclusion the University of Massachusetts Boston and past UCEDD director there and also Larry who from the far west coast direct joins us as the director of University California UCEDD. three strong a different perspectives and we are looking forward to hearing from each of you. We have a couple of broad questions. Each of the panelists is going to answer both questions together one after the other and then we will engage with some Q&A. The questions that we have are what is the state of the Americans with disabilities act and the DD act. If you prefer to also comment on other milestone disability legislation we certainly can, what have these pieces of legislation done for people, what are the barriers, what could be better addressed and those are the questions. Ken, If you don't mind I'd love to hear from you first to make sure that your words impact everybody else's as well. Thank you.

>> Good afternoon can everybody hear me?

>> It's a little bit quite I'm going to turn my speaker up.

>> Good afternoon can everybody hear me?

>> Yes.

>> Hello my name is Ken Capone I'm the public policy director for people on the go of Maryland, which is Maryland's statewide self advocacy organization for those with intellectual and/or developmental disabilities. We are supported by the Maryland Center for developmental disabilities of [Canada Krieger] Institute. people on the go has been in existence for over 30 years and our mission is to advocate, educate, legislate on

behalf of individuals with disabilities about the importance of choice and the freedom it brings with the reward of independence. Without the Americans with disabilities act, individuals with disabilities would face even greater obstacles than we do today. As I stated before the part of our mission is to ensure the importance of choice and the freedom it brings. Having a civil rights law that prohibits discrimination based on disability allows for greater choice to access public places, participate in education with our nondisabled peers and to seek employment of our choosing. We still face many barriers in each of the above mentioned areas but the law gives us the guidance and support to defend our rights. In 1989 a Supreme Court decision was handed down to defend our right to receive services and supports in the community. So we can live the life we choose surrounded by friends, families and colleagues. 20 years ago we started to see greater emphasis on helping people transition into community inclusive settings. We still continue to see people with disabilities unjustly institutionalized. even though we continue to face challenges in community integration such as a lack of funding for services, a workforce shortage and a genuine misunderstanding about the capabilities of people with disabilities on the part of the general public to be policies that have followed still continues to march us forward. In 14 the Center for Medicare and Medicaid services made public the home and community-based settings rule, which again builds upon the Americans with disabilities act and the Olmsted decision by giving further guidance to states. This guidance helps break down more barriers to access and community living by defining how providers of services are to serve people in the community. As large institutions closed around the country we have seen large group homes that resemble institution like settings. The settings rule gives states a tip to create more independent supported living in individuals with disabilities the ability to really participate in opportunities to live, work and receive services and integrated community settings. As an advocacy organization we have benefit from the developmental disabilities act. People on the go, in Maryland we have a strong coalition of partners that are all funded and supported under the act. People on the go is able to provide our members with resources, research and support from our partners. This has opened up funding avenues and recognition of people with disabilities as true leaders in the disability movement. When we look at the future of people with disabilities in this country I am of the opinion that this is similar to or even a continuation of the broader struggle for civil rights for many who are marginalized or have gone before us. We must continue to ensure that the protections guaranteed under Olmsted and the Americans with disabilities act are remaining in place and are extended as needed. We are still seeing more people with disabilities employed, more people involved with selfadvocacy and learning about their rights and responsibilities. Now I would like to give you my opinion on the pie-in-the-sky for the future. We would like to see funding streams directly available to statewide self advocacy groups around the country be adopted at under the developmental disabilities act. In order to continue efforts to build advocacy for leaders in this country we need resources that are not just small project-based or in-kind supports from our partners. We need a real source of capital to support a growing movement of individuals as leaders in this field. The country needs to do a better job at

putting transportation on the forefront and not just the extension of highways and it needs to be accessible and reliable. Perhaps driverless cars will solve some of these barriers but we are years away from them being a reliable and accessible source. More states are following suit as Maryland did to eliminate the use of the fair labor standards act section 14 C and moving away from the segregated/---work toward more opportunities for integrated employment. This needs to be a federal mandate that supports states to realize the importance of employment and the freedom it brings. Guardianship would be a thing of the past and supported decision-making would be the norm used to support people with disabilities to make their own decisions. We need more qualified direct support professionals that are able to make a living wage that is recognized as an important job with career goals and certification. We need housing equality that includes access to affordable accessible integrated housing in the communities of their choosing. Community service and support models that promote the contributions of citizens with... community service and support models that promote a contribution of citizens with disabilities to be able to live a life of their choosing. In closing, we have come a long way from being hidden away in family homes to being in institutions to our voices being heard to forming our own advocacy groups. But this was the past and the future is looking promising with people advocating for themselves. And more individuals with disabilities are climbing the career ladder and not just having a job. We are seeing more disability leaders emerging or carving a path for others to come along. The reality for people born 50 years ago versus those born today with developmental disabilities are like night and day. We all want to be employed, contributing citizens. We want our own home. Relationships and families. This is more than just a dream 50 years ago but today people with developmental disabilities have many more choices and opportunities. I am living proof. Thank you>> Thank you so much, Ken I really appreciate the words, the way that you framed especially the 50 years ago to now, and the way that legislation has helped move us forward but definitely outlining the areas that we still need to go forward. I appreciate you sharing that. I'm wondering if we can move forward to Bill. do you want to share some thoughts next?

>> I would like to see me too. Done. That was very impressive and thanks so much for sharing. It's a daunting task because we take a look at legislation and the Americans with disabilities act and I think that you had referenced and talk about summarizing the next eight minutes 100 years of legislation. And in some ways I'm going to do it a little differently. But probably on the message more than the legislation and the regulations and I think if I were to look at the ADA it really was a rights bill. It was choice and quality of opportunity. All those things we were missing to some extent that were granted to everybody but people with disabilities. We had to pass a law to do that, which always puzzled me a little bit. And I mean the DD legislation what the DD legislation did was to find an audience or target population persons with intellectual and developmental disabilities and it was a different way of looking at these sorts of issues but what was more important looked at the major life areas and looked at the whole person and began to look at the interdisciplinary nature of building a service system, building the

capacity, planning, doing rights, and looking at in fact how the system ought to be placed it so you have the three parts which was the DD Council, the University centers on disabilities and the P and a system which still persists. So in many ways it's really quite interesting. The one that I think actually, well not a piece of legislation was most interesting and I think Ken you mentioned it briefly was Olmsted and Olmsted in many ways defined the space and setting that things should occur and should not occur in and has been a real gateway in really moving away from segregated settings and then we have IDEA, which in some ways and considerations more recently has placed an emphasis on the transition from school to adult life but built on the basis that nobody should be excluded and it should be an education with age-appropriate classes grades other was a message about the issues of not only the rights but the settings that peoples should be served in. So in some ways it enforced to be ideas that I think of what Ken was saying that persons with disabilities were part of the conversation and part of the equation. They shape the future in a lot of ways because they had a voice. Sometimes unfortunately our systems don't have years but certainly the consumers had a voice and were speaking up on behalf of what they really felt was in their interest and in their areas of preference. and then the issue--- that employment is really important but if we're going to get a system we also need to help change the system and redesign it in some ways. So given that and the quick summaries of [indiscernible] what are the outcomes and we talked about the little bit today with Jennifer. What are the outcomes we are looking at? to some extent the outcomes are changes in expectations, looking at supports that really need an individual's need and recognizing that rights and social justice are really an important piece of becoming a part of the community fabric and feeling a member. Logically you go back in and say from the evaluative standpoint what's the best question to ask? are we there yet? and I guess if we were honest about it I would say probably no. I think we have a ways to go. We have had a platform and an opportunity that these pieces of legislation or decisions have been made. But I think that in looking at it I think people with disabilities are clearly not an afterthought as it was two, three, four decades ago. Education really is a right and that everybody ought to be included in that in fact education ought to be engaging everybody in diverse learning styles. And then lastly that no one is left behind. And if you get at these things and you begin to look at these things we are talking really about the changing of expectations. We are talking about really increasing opportunities that maybe we didn't consider realistic or creditable for people with disabilities certainly around employment issues but also recognizing the issues of friendships and the need for friendships and the importance of that. Then lastly there's been more of an interesting set of conversations around safety and security.

In many ways, there are some other driving forces besides legislation. That I just wanted to touch base on that would shape a little bit of what the plan for the future is and where we are going. And there are some friends of the movement I would call. And the folks were getting a little bit gray around the temples as we age, and as the population ages and as the birthrate declines we are looking at major shortages in workforce. And in some instances that creates an opportunity within industry to begin to

look at hiring people with disabilities, but more particularly as the older workforce remains in the workplace typical accommodations that are made to support them in being productive are really, can be potentially gateways for people with disabilities into the industry itself. So they are a friend in some ways. The aging community. The tight labor market supply is really putting another opportunity on our plate and the other thing that I think is important to begin to look at some of the folks outside of the disability community are our allies. And certainly if we look at the general distribution of population and the people who are older they are seeking out some of the same supports and services and resources that in fact people with disabilities would like to have.

So given that I think there are some challenges that still exist. There are clearly some around capacity development that I think Ken, you highlighted in many ways that there is a need for training for people in the supports and services series that can assist people with disabilities in a way that's meaningful and encourages inclusion and doesn't necessarily create an exclusive community in any way. I think that we talk a lot about job and I Ken, again you brought this up what we are really looking for is careers. Opportunities to move from job to job and be part of the community within the labor supply and labor market. Most of our friends and relationships come out of the workplace these days and in fact that's a great place to not only increase self-sufficiency but also increase social relationships.

So, the settings. some of the issues that we look at we still have segregated in congregant settings. They are not called institutions but they are called community programs and some of them are pretty segregated and not really embracing a lot of the Olmsted focus. And in some ways we have an obligation as a UCEDD or system in general to increase capacity to move away from the segregated settings and to look at how do we engage people and support people in typical community settings from the social standpoint, from the health standpoint, from the employment standpoint. So we have got a ways to go in those areas. Not one setting fits all. So the idea of making mega vendors and designs and programs and everything else may miss the nuance and intricacies of individual choice. So that is one of the things that I think we need to begin to spend a little bit more time on. Fiscal period can only be described as we get the money in the right places and in many ways we fund program still that are inconsistent with the federal agency itself. With the idea of Olmsted and the principles of Olmsted. Our expectations I think still remain somewhat low for people with disabilities. We are hearing and we are starting to make changes in systems that allow people with disabilities to speak up and make the change. I think some of our funding strategies that we haven't changed for years really work in the inverse for people with disabilities to be included in the community to take the risk, whether it is the inconsistency rules and interpretations of Social Security, SSI or SSDI or CMS or other systems we have in place. so we have a lot of things that we need to get in place to be consistent with what in fact the ADA, the DD act and Olmsted talk about.

The last piece that I will just mention in a couple of areas I think the UCEDDs can play a significant role in building capacity of the system building knowledge and understanding of how to support people with disabilities in inclusive settings. There's a challenge around how we define inclusion in neighborhoods and communities that we are still figuring out and in some ways seeing what works and what doesn't work. We talk about education and inclusion that students in high schools the news on postsecondary education for students with disabilities and community colleges and colleges the initial data are showing that in fact they are much more likely to be employed and employed over a longer period of time. And also have much higher earnings. These are opportunities that exist that we can push the agenda on and really build the capacity. We have allies. We have lots of allies that we can engage and it's not just in the disability community. It's in the employer community. It's in the families. And it's in the general community where a lot of people who are out of work because of an aging process and they have retired really are looking for some of the same supports, services and opportunities that people with disabilities would like to have or want to have.

So getting back to the question that I asked before, are we there yet? well I don't really think we are there yet but we are making a lot of progress. And at times there are some bumps in the road and we get some real uneven results but we've got to keep pushing for the idea of what are the values that we built into the ADA, we built into the DD act and built into IDEA that really talk about full membership in the community and how do we do that. and I think that the UCEDD system and the plan you will do in the next two days is a perfect opportunity to continue the mission of making the legislation, making the regulations, making interpretations really work at a local level. Thanks.

>> Thanks so much, Bill. I appreciate the wisdom you bring and point out the variety of allies the disability community has in other communities and the universality of the needs of people with disabilities to have full access and how they align with needs of others, other students, older Americans to also have full access. I think the universality, bringing more voices together to push change will be very helpful for us as we move into the future. I am going to turn it over to Larry next for your thoughts. Now, Larry's University does not allow him to use video. [Laughter] so there is that, but we would love to hear from you, Larry. thank you so much for being here.

>> Thanks, Dawn. This is a daunting task to follow Ken and Bill and the amount of knowledge that has been transferred has been amazing. I want to clarify this is the Children's Hospital that's not allowing me to have the camera access and not the university. In terms of the ADA, the DD act in California obviously you might live in a state where we are still grappling with closing developmental centers and we have two left in the state. And this is an ongoing process of really looking at how to best support individuals in the community for those who are finally moving out of development centers and into the community. But I agree with Ken and Bill around what has happened in the process is kind of the design of larger group homes that really mimic

institutions as well. But I think in agreement with Ken and Bill there's a lot more work to be done in these areas. you know in California we have had a long history of including disabilities as part of the civil rights act of beginning 1959 with the Unruh act, and many of the state --- laws supersede the federal law. I think we have had a good review of the past and I really want to focus on the challenges we faced at least in California as well as some of the positives. Maybe I will start with some of the positives. Through the DD act our three partners are working more closely than ever in working with the state developmental services system in really promoting the issues around competitive integrated employment, self advocacy training as well as a self-determination program where folks are able to decide what they want for services that will help them become more integrated in the community so those are some of the positive things that have been happening that our partners have been directly involved with as well as the State Council.

I think I wanted to talk more about the ongoing challenges that we are facing in the state and maybe other states are facing other similar challenges. With adherence to ADA, things like that, what we have seen is some state agencies opting to pull documents off-line instead of making things machine readable and what that has done is impacted the ability to find jobs and vital information in the state. We still have some issues around access to care and accessibility to offices, clinics and in our state there is a wide range of languages and interpretation services and ensuring that plans are being translated into the family's language but also in medical services where we often hear families are not provided the interpreters to be able to communicate the medical needs because the specific language or dialect provided with an even a healthcare setting.

We have had issues in California around the entitlement services being hindered in access through public charge and more and more families are not willing to allow therapists into their homes. Because of the issues around public charge. And more recently what we have been grappling with is simply the issue of disparities and services received for individuals with disabilities. And looking more statewide at how do we address service disparities for folks of different race and ethnicities. And that's one of the bigger tasks that we are faced with and our partners together with the larger group of committed to-based organizations are working with the state to really identify what are the variables that we really need to be measuring to identify these disparities that are occurring within our state.

I'm a pediatrician so I work with families who are accessing our education system and what I am hearing a lot about is families trying to figure out what to do after 21. When special education stops. And it seems like that is kind of the cliff. Where when they hit 21 and they exit the special education system what is left. And without those fortunate to enter into the community college system what we see a lot of is seeing the issue of accommodations that were previously given in the special ed system and we are constantly fighting that issue with the community college system around professors not recognizing specific accommodation needs for students to be successful. And you know

we have so many different examples around conversations of mental health and young adults with autism spectrum disorder who become highly anxious either doing time tests or even homework that is timed. Everything's on the computer. Everything is timed. And so it becomes an issue of even passing classes because they are not able to access and complete simple homework assignments they are clearly capable of. It leads to a vicious cycle of failure that then leads them to drop out. When they are perfectly capable of being successful at the college level.

I think the ongoing challenge around employment for those who have been successful is the balance between employment and maintaining benefits and we see a lot of folks who continue to choose to be underemployed because of fear of losing needed health benefits. And we need to I think continue to work on that. And you know I echo the sentiments about workforce. In our state, workforce is a huge major issue for our folks because there's not enough providers. And then added onto that there's not enough providers who speak various languages present many of our families who don't speak English or Spanish are kind of left out because there aren't enough providers who are speaking other languages that can serve their kids who are on the spectrum for example ABA providers.

The other issue is around respite and having respite service providers be able to provide services in the common link which of the family. So we often see our families turn away services because there's no provider that can communicate with them in the home.

In that it is the issues around cost, insurers, and really the insurance plans creating artificial barriers to access care. And the best example I can give you around that is many plans in our state will require folks to get reassessed for autism spectrum disorder. And they will require specific testing using the [ADOS] and on every place in clinic in the state is certified and so the kids end up waiting on waitlist and while they wait nothing is provided. So these are some of the things that are state is continuing to grapple with and continuing to work on. As well as the issue of living wages for therapists to provide the service. And so with that I think I'm going to leave it there and just leave time for questions and go from there.

>> Larry thank you so much for sharing your thoughts, your perspective from California it is certainly one that is informed by a much broader range of racial and ethnic demographics and much of the other country has and yet much of the other country grapples with very much the same thing. Albeit maybe on a different scale. So thank you for bringing this to the forefront as we take the conversation for the rest of the day. We do have a few minutes for questions. Ken, I don't know if you wanted to have any response to Bill and Larry. I'm unsure if I saw you typing or not. But, no. Okay. But we certainly do have a few minutes for questions and if anyone would like to put questions in the chat box, Bill and Larry cancer first while Ken composes a response and he can answer last is how that is going to work. Right now I see in the chat box if you think you from the audience. It is nice to see. Mark Crenshaw thanks you, Bill, for seeking, asking

us to seek partners outside of our own silos. There's certainly some response about pediatrics paper recently fighting the 20% of pediatricians and their staff do not screen for development of disabilities due to language barriers. Thank you for sharing that, Karen. Thank you, Dana likes also the disability service disparities comments and from Tawara, thank you Larry for adjusting the sociopolitical and contextual realities that face folks across the countries. Are there other questions that folks have? lots of kudos, great discussions. and that really appreciating everyone who is adding to the chat box because it is just helping engagement and it's nice I'm sure for everyone to see the feedback on their comments.

>> To build off Ken's comments about what we could be doing I totally agree. One of the partnerships, one of our strategies at our UCEDD used to work with other community organizations to help apply for grants and to really be the technical assistance piece to help them start to think about outcomes that they want to develop through their organizations and I think that for us that is one of the ways that we can really actually get some rich research data as well as promotes unsustainability from a lot of our community-based organizations that struggle with staying afloat.

>> I think actually, this is Bill, I think actually Larry your comments about the diversity issues are really important to recognize that there's many many levels of diverse populations and communities that could benefit. And in some ways if we are talking about a typical community and inclusive community settings we really have to embrace those different cultures and the different communities in a way that really make some sense. The one other thing that actually there was a fellow comedy executive directory that Dawn would know is George and he used to say when you have seen one UCEDD you have seen one. And in many ways that is true. And I think that's a strength of the system, not necessarily a risk because there are many different ways to learn from each other and some that have real strengths and others that have another and the strength of the whole network of the 65 or seven or whatever they are at this point is really something to build upon. And just looking through the work of groups that you guys set out there are some good chances to do that.

>> Thanks, Bill.

>> As a self advocacy organization we partner with many other organizations.

>> If I understood that, Ken you said that as your self advocacy organization partners with many other advocacy organizations.

>> Yes.

>> You have examples to share of really unique ones?

>> Obviously the [NCDD], are provider organizations and we partner with organizations such as the national Federation for the blind.

>> Really happy to hear about that partnerships with the national Federation for the blind as well. That's actually not something that has come up in this conversation so much about aligned with some of Bill's comments around maybe unlikely allies that we hadn't partnered with so closely before and Julie's comments this morning about partnering with independent living, certainly collaboration across this ability groups all toward the same vision is a topic that has come up many times in the network and around the network. Strength in numbers, shall we say. That is something definitely that will help us get where we want to go. Get where we need to go in the future. Thank you Ken.

I do see another comment in the chat box. A comment, maybe not a question from Dina, hi Dina. We are trying to move systems along in our state but leadership at the DB agency or Medicaid agency is constantly changing their visions and it's difficult to move systems when there is so much chaos. I probably come I think that we don't maybe have time to respond to that question right now because I'm looking at the clock and it's time for us to move into breakout sessions, but I do think it would be helpful for us to keep the question in our mind as we move forward through the rest of the meeting. I do want to thank Ken and Bill and Larry so very much for sharing your thoughts on the panel and for everyone else who contributed in the group chat and I hope these thoughts, this information is really good food for thought for the rest of today and tomorrow. Sarah. I'm going to turn it back over to you to help.

>> thanks, Dawn and I echo your thanks to Ken Bill and Larry was excellent food for thought as to where we have been and also the challenges that persist. As Dawn indicated, our next section, which is titled how we do it, how do we do this work will start with breakout sessions. The breakout sessions but hopefully most of you selected over break. I know Anna sent me a message could there are a few that have yet to be assigned. So in a few moments, Anna is going to press the button to start the breakout session and you will get a pop up on your screen that invites you to join the selected room or a queue on your phone, and then you will need to opt in to joining the breakout. Once you enter the breakout rooms you will have control over your audio and voice. Your video share. We do encourage you to share your videos, so that these small group discussions can cultivate the same sense of personal connection that you might have had during the live event. These are great opportunity to connect one-on-one and in a group on topics that people are working on collectively. If you are not assigned yet to a breakout room, don't worry. What will happen is you will end up staying in the lobby of our meeting and I will be there. You can let her know either in the chat or use your voice to let her know which breakout room you would like to be placed in turn she will have a slide up that indicates all the breakout room options. If at any point during the breakout time you need to leave the room you have a technical issue that you need and has helped on, there will be a red button at the bottom right-hand corner of your screen that gives you the option to leave the breakout. Each room is going to have a staff person assigned as a notetaker at the start of the meeting they are going to do an informal poll of the group to find out whether you would rather have the video share be prominent, or

have screen sharing the notes as they take notes on the discussion. They are going to be using the notes template that is on the website that you can download and use personally as well if you would like to be staff members in the room can also generally help troubleshoot some of the minor technical issues or connect you with Anna if there's a more significant challenges. The breakouts are not going to be included in the video recording of this meeting. But the notes from the discussions will be cleaned up and published as usual for our TA Institute so that you can benefit from the discussions of groups that you were not able to join because I know people frequently have trouble deciding between two topics because they are all relevant to your work. There will be a one minute warning that pops up on the screen before the end of the breakout sessions. At 1:45 PM. That will allow you to wrap up your conversations and prepare to return to the plenary space. When the time is up the breakouts will automatically be ended and you will all be just transitioned smoothly, theoretically back into this plenary space for the conclusion, the final session of today's agenda for the TA Institute on equity, diversity and inclusion. So without any further delay

>> just one thing, sorry Sarah to interrupt if anyone needs captions in their room let me know in the chat box and I will assign the captioner to the room so if you need a running transcript under the screen we only have one captioner so this is for anyone who does not need it. If not the captioneer will be in the main room with me.

>> Thanks, Anna so whatever your ready go ahead and get us assigned into our rooms.

>> All right. And for those of you... wait. The 20 of you who are in this room, that's telling me that you did not pick a room so if you want to let me know either by text or voice I will move you over.

>> I did pick a room but maybe I didn't push all the buttons. I was going to pick the new director transition.

>> Okay. ... This is Brent I thought I picked the transitions too but it put me into something else.

>> Okay hold on. Brent, you picked two things. I put the first one.

>> Yet because I was told to do it again.

>> Whatever. Can you just tell me what you wanted again... the leadership transition.

>> What is the name of it?

>> Something about transitioning leadership

>> Planning for successful leadership transition

>> Number six.

>> Sorry about that. Planning. That one. Okay, so and Brent where are you going?

>> Same place. What did you say, Brent

>> Same one, the leadership position yesterday

>> And then Anna, I thought I was facilitating a meeting. I don't know if it is this one.

>> Which one, diversifying?

>> Let me look. It was the strategic... setting a five-year plan

>> I will move you right now.

>> Hi, Anna, this is Maureen. My network timed out and kicked me out of the Zoom meeting. I need to be in the designing sustainable programs.

>> Perfect. Emily where are you going?

>> planning.

>>... Zoe... or Colleen or... Allison do you want to go anywhere or are you not here?

[no audio available]

>> All right. I am back here. There are a few of you still in this room. If you need not to be in this room let me know.

[CART Standing by]

>> Hi everyone. if you can go ahead and mute your mics people are slowly coming back.

>> As we are coming but this is Dawn I'm announcing that the WHO has declared that [indiscernible]

>> So, welcome back. I hope you all had robust conversations in your breakout groups. I look forward to seeing the notes from the groups I wasn't able to participate in, but we had a lively discussion it seems like we could have talked even longer on the topic but I'm looking forward to your engagement. The final session for today is going to be an interactive discussion on the equity, diversity and inclusion action plan. Which is a new resource. That is available to the network. You received a hard copy at the conference in the fall and a digital copy is available on the event webpage. For today's event. The discussion today is going to feature the perspectives of three of the plan's authors, Tawara Goode--- child and human development in Washington DC, Emily Graybill is the associate director for--- a Georgia State University and Dan Crimmins, the director for the Center for leadership and disability at Georgia State University. And without further ado I will pass the microphone off. I think I am passing it to Tawara but it may be Dan

>> this is Dan. I will do a quick kick off here. Thank you Sarah and thanks everyone for hanging in there in the alternate format here. Things to be, seems to be going pretty

well, like other times the comments will probably be we didn't have enough time to talk but if I could go to the next slide, many of you may know, or... I'm not controlling the slides and my Sarah?

>> No, I am

>> So the plan has been out for a guess about a year now. And just, it is called the equity diversity and inclusion action plan. A guide, recommendation for the UCEDD national network and is a 40 or 50 page document that includes sort of key terms and concepts in this area. It provides a brief overview of disparities a focus on the intersection of people with intellectual and developmental disabilities, their family particularly those who are from historically underserved racial ethnic and language to groups. One of the things we did in putting the plan together with technology investment over the years by the administration on community living, the administration on intellectual and development of disabilities and more recently the office on intellectual and developmental disabilities. And the plan has four areas of activity. One that we call crosscutting considerations, the second we call workforce diversity, the third we call cultural and linguistic competence and the fourth we call local state impact. And other each area we have objectives and action steps and roles specified for the sort of four entities that we feel are the major players in carrying out this plan. The ACL folks, AUCD as the national organization comedy UCEDD resource Center, URC at AUCD which is the specific one to deliver technical assistance at the UCEDDs end the individual UCEDD programs Prince of the plan is available on the AUCD website. I'm trying to do a quick overview here and then we are going to go back and forth to some of the specifics of the program, of the recommendations coming out of it. So if we could go to the next slide. So I think that in the spirit of engaging folks and trying to have some level of interaction and to determine some perspectives that we have polls embedded in here and this is a total experiment. I have never used the technology before but you will see the questions and I hope it will have a way of quantifying your responses that you will have a chance to respond. The polls are anonymous. So we ask you to be candid. We provide a range of responses from sort of a yes I do that happily to hell no I do not want to do that. Not quite put as colorfully as what I just said. But it did try to set up some of the responses to maybe put a smile on your face as you are answering. The other thing that I was going to do is as we are together we monitor the chat box for questions and comments. So please do raise questions or make comments as they occur to you. We will try to find a make or break point to read them aloud and respond to them. I'm going to guess we probably won't have time to open the mics. we might at the very end. And I will say this was so far the day has worked out pretty well so I will say congratulations to the AUCD folks for pulling this off and thank you for your patience because we're going to add one more element of mystery to this by the polling questions as we go through. We have never done a virtual meeting like this before. So, but thanks. At this point I'm going to turn it over to Emily Graybill who is going to talk us through the next couple of slides.

>> Thanks, Dan, can you hear me?

>> Yes I'm sorry.. so I sorry Emily I wasn't looking at my own notes. So here we have a choice and Sarah, do you know how to activate the poll? it popped up on my screen in front of me so I hope it did the same for you. Which best describes your familiarity with the equity diversity and inclusion action plan. You have five choices.. I'm familiar with the plan and have used it for planning for my UCEDD. I glanced at it and thought nice work and haven't looked at it since. I looked at it and thought oh great one more thing. I really don't know much about it and what plan. So if you would go ahead and respond to the poll. And Sarah can you monitor as they are coming in? when I use it in the classroom I get to see the level of responses and how many people are in the audience and how many people have responded.

>> Sure we've got 78%. a couple more just come in so 79, 62 out of 78 people have voted so far. I will give you another 10 seconds and then... we will see what everyone's response is. All right.

>> I have my notes in front of me. How many total responses?

>> We had 62 people who responded. And I'm going to share the results. I think everybody should see the results. did you see the results pop up?

>> I did, thank you for your candor and thank you for looking at it and I think that having worked on it for two years I think those of you that have ever used it in planning for your UCEDD I'm hoping that once in the plan will be able to increase the top number over the next year but thanks. I think we can close that and move to the next slide in Emily will take it from there.

>> All right, thanks, Dan. So this is Emily Graybill. I also wanted to note that in addition to Tawara and the and Barbara Wheeler was part of the group that drafted this and her voice and vision and expertise is woven through she certainly played a significant role in pulling this document together. So the plan or as Dan mentioned the plan is organized by three global areas. Workforce diversity, cultural, linguistic competence and local and state impact as well as an area titled crosscutting considerations. So starting here with crosscutting considerations, as it states in the plan UCEDDs serve as a bridge between the University and the community. This is our identity. So there are two considerations that cut across all the efforts to enhance the work of the other three areas and workforce diversity, cultural and linguistic competence and systems change. So the first crosscutting consideration is that UCEDD activities are based in partnerships with individuals with intellectual and develop mental disabilities and their families, particularly those from underserved herbs and the second listed there is universities are programs with the obligation to advance knowledge through research and scholarship. So that responsibility to understand, no and disseminate the science.

Going to the next slide so then one of the three global areas, the first of the three global areas of workforce diversity as it says in the plan, the UCEDD workforce will reflect the

diversity of ethnic linguistic cultural groups and disability diversity of identities in the US and its territories and tribal nations. That's pretty straightforward. We can go on to the next. So the second global area, cultural and linguistic competence again as it says in the plan the network should demonstrate the highest commitment to cultural and linguistic competence and cultural competence is cited as a priority in the DB act of 2000 and efforts to increase the independence, productivity inclusion and self-determination for individual with intellectual and develop mental disability so the plan includes objectives and specific action steps related to increasing the cultural and linguistic competence. finally the third global areas there are objectives and action steps for better understanding disparities at the local and state level and then for convening partners to improve the data that we had to increase his understanding of the disparities and also convening partners to work together to eliminate these disparities at the local and state level. So those are the three global areas and the crosscutting considerations and I think Dan I am turning it back over to you.

>> So we have the opportunity for polling question two. Emily talked to us about the four areas of the plan and what we wanted to get a sense of is how many of your areas are you addressing, is your UCEDD addressing the current five-year plan with the first choice being all four in some way, three, two, one, or none as a formal goal. So I think we are talking about if these are reflected in your formal written five-year plan. and is voting open? I guess it is.

>> Yes, voting is open. We will leave it open... I guess let's give it... another 30...

>> We will get more efficient I'm sure. This is a time I have cut the check box open and nothing is written there so I'm assuming no one has written into the chat box but if folks have thoughts or comments I would encourage you to put them in there and we can actually talk them through as the polling happens could we have seven polling questions. I don't think that is a spoiler alert.

>> So we have got about two thirds of the group. 53 out of 78. Should we go ahead and publish the results? or do you want a little more time? I'm going to go ahead and publish. Or maybe we will give... Dan, what would you like?

>> let's go ahead and publish credits just to get a sense of the group and what we are all working on. Okay that's pretty neat. The largest response is all four in some way so the smallest response... it is incremental as we go down the smallest response was 6% as a way of saying None is a formal goal. And I think one of our objectives with the plan was that these would... we would be increasing the top item there. I think we can close this and go to the next polling question Sarah. I'm sorry then yes. That's the polling question...

>> the next slide is this next steps slide.

>> Okay then if we could close the poll for a second then that will come up after this. So in the plan we did assigned some very specific kinds of responsibilities and next

steps to the four entities that I mentioned at the beginning. And these are sort of extracted from the executive summary. So this is a summary of the summary. So these are necessarily kind of on the brief side. But what it did say is, and this is sort of the challenge to us as directors that we have talked about equity, diversity, inclusion activities for a very long time as a network. And we have, there's a couple things that happened. One is that we don't always know if we are making progress because we don't have universal data on the progress. And we don't have any way to highlight Pacific goals and activities in this area. And so one of the things that we did is to say that we all respond to the requirements of the agency for funding and if the agency Incorporated guidance into the annual program performance report we would all report it and we would then have a much better idea of where we stand and how we are making progress on this.

And so within the plan there's a number of ways that we have talked about that that are more specific including essentially one of them is under workforce is kind of an obvious one. Do we routinely report the racial, ethnic identity of all of our employees. Are we moving the needle there, of all of our trainees. Those of us who have funding through the maternal Child health Bureau have noted that there's a higher level of requirement there for reporting on that kind of information relative to what we are required through the UCEDD identity. So that is a big ask that we as a group in consultation with the committee that was advising us, we sort of set this is the one we have to take on. We have, the recommendation we would have to take on. What that would mean for UCEDDs, first what it would mean for AUCD is they would continue to support the activity by continuing to convene us as members, providing forms for regular reporting and update and charging the core function councils with contributing to these initiatives. If I could go to the next slide the URC would continue its role as a repository of information on equity diversity and inclusion. There's a great deal they are great deal of work we are building on and would revert to so this plan is just one piece of that. And that they would provide technical assistance on how this information would be reported in our years and national information reporting system. And we as UCEDDs would work with the CACs to identify specific goals objectives and action steps that would be from the action plans that would be incorporated to the five-year plans and we would be reporting on that in our annual reviews. The one, the plan has... I think there are... I'm running a number in my head that I probably should have known ahead of time. there are probably 30 different sort of objectives they are as recommendations and we wanted to make sure that it was explicit we really didn't expect anyone to have every no one would take up 30 objectives but how would they prioritize items and activities based on their community assets resources, needs and interests.

So that is the brief overview. There's certainly more detail in the plan itself but if we could go to the next slide, Serevent we can go into the polling, which is asking a couple of questions that relates to, the first one is how difficult would it be for your UCEDD to incorporate equity diversity initiatives into your five-year plans and into your annual reporting? and noting that 37% of you said you are doing it across all four areas, I am

hoping that well, we will see. Will it be a major pain, not that big a deal, a minor nuisance but it's for a good cause... and we will do this willing and eagerly. So if you could go ahead and respond there.

>> Still see responses coming in.

>> The responses are coming in?

>> yes still numbers coming in. We are at about 55 out of 76. So 70%.

>> Let's go ahead and post it.

>> All right.

>> Thank you for your willingness to take it on. Only one of you probably... maybe two of you saying it is a major pain. But the rest saying okay we can work with it. Can we go to the next polling question Sarah? so, polling question number four is how difficult would it be for your UCEDD to recruit DD network and other community partners into equity and diversity inclusion initiatives in your state or territory and this looks like the response set from the previous question. A major pain, without some funding as an incentive, not that big a deal, I think some of our partners would willingly agree to work on this as a collaboration and then we are already working with community partners on related initiatives. And this is the question that for some of us the DD Councils having a requirement to have an initiative addressing an area of disparity may have been an impetus for some of our programs to explicitly take on some issues. In collaboration with the DD councils.

>> All right am going to publish the results.

>> 49% are doing the work. 49% would be willing, could find partners. and relatively small numbers said that it wouldn't be a big deal, or that it would be a major pain without some--- this is encouraging that in the network you are reporting there is work going on. So what we wanted to do at this point was segue into sort of some of the lingering questions and challenges that we feel and for this Tawara has agreed to lead us in this discussion so I will turn it over to Tawara Goode.

>> Thank you Dan and Emily and everyone who is still tuned in late this afternoon. So one big issue that we face as an issue is defining exactly what is equity. We have defined inclusion. We have defined diversity but we have not as a network to find exactly what equity is. And when we look at other fields such as health, even education, and also mental health and behavioral health, they have taken the time to put together a framework to say what does equity mean? so I feel that we have a map that we put together as a network and one item on the map is to look at championing diversity, equity and inclusion. And I really feel that it is difficult to do if we have not reached consensus on what does equity actually mean in intellectual and developmental disabilities.

>> this is polling question number five, what would a share definition of equity mean for the UCEDD network and the responses are there for you to complete. So, Sarah how is it coming along?

>> it is. we have got about half in at the moment. I think we could give it another 10, 15 seconds. it usually takes about a minute for the majority of people

>> Sarah I don't know why, but I didn't get a choice.

>> You didn't get the poll

>> No, it didn't come through online. the first forwarded. So I don't know what the difference is

>> All right well we do have about 60 of the 75 people on. So I'm going to go head end and then publish

>> There are some very interesting responses and again I really appreciate the candor with which individuals are responding. Again, as we look at the options, some of them could be combined. It would be useful as we are preparing mission and vision statements for our UCEDD again, and the majority set its critical next step if we are going to make significant progress in this area. Thank you all for responding and we will take the next slide please. so some of the work that I was very privileged to do with Dan, Emily and also with Barbara Wheeler in looking at diversity equity and inclusion and also part of that was a directors query that we did a little while back and one of the things that we noted is that sometimes these terms, equity, diversity and inclusion are used interchangeably. also including cultural confidence and diversity. So that if we are truly going to make some progress in this, and it is clearly in the DD act, they don't describe disparities, or use that language but yet they talk about this in terms of underserved populations, that we have to A, have some shared understanding of what these all mean as a network and then when it means individual in our respective UCEDDs. and most importantly how do we take these concepts and principles and quite frankly policies and practices and integrate them across all the core functions. I think one of the challenges that we pursue is for those that think it might be a big pain or that it's taking more energy is because we are looking at cultural confidence, diversity equity and inclusion as an add-on and if we look at the act it is clearly delineated in the DD act, but sometimes for some reasons it gets overlooked and we think about it as one more thing to do or it's a burden to do because of funding or other aspects about that we don't think that way about. But again I think it is a big challenge that we have in our network and it is one that we don't tend to talk about. And some of those conversations need to be had. So if we go to polling question number six what would be needed to integrate considerations of equity, diversity and inclusion in your UCEDD activities and you have responses from A to E. how is it coming along, Sarah?

>> I was muted. We are at about 50% at the moment. I think we can give it another 10 seconds. Give it a full minute for people to respond. All right I'm going to close out the poll.

>> I am thrilled to see that no one responded that's why we have a diversity coordinator although we do hear this. We do hear this in terms of the work not being integrated. thank you so much for taking the time to respond. obviously this will be part of the notes that will come out of this part of the Institute. So we can close that and go to the next slide please.

So again as we think about questions and the challenges that face us in the whole space of diversity, equity and inclusion is that sometimes in certain... I would say in certain university programs are that the work in this area is not as valued as it may be in other areas particularly in the conduct of research. And as we think about some of the critical things that we need to be able to ask floor is to really delve into as we think about equity why is this area less valued. And what are things that we really can contribute to this field that is looking at all people with intellectual and developmental disabilities. Their multiple identities and their experience of intersectionality. these are some clear topics. So again it may be thought of as not as valuable. That people may not be as rewarded for research in this area, and this is something that we would need to be able to really explore and to be able to address going forward if we are really moving toward equity. And I think that this is our last polling question.

Highly likely is that you are a UCEDD faculty and staff will generate original research or scholarship related to equity diversity and inclusion. Please respond. How are we coming along Sarah?

>> Good. We have got about 75% of the vote in. So could give it a couple more seconds. And then close out the Poll for the last stragglers. all right.

>> Okay. And Dan, there are some things that came into the chat that we would be able to look at. So it clearly looks that funding is an issue. Overall. And that people are committed to this and they want to be able to examine that funding is indeed an issue. As we do the work to promote diversity, equity and inclusion I always ask people to think about what could they do differently if they didn't have a dime more the next day and I think just by posing the question and honestly exploring that that sometimes you will get a different answer. Also may say, how do you frame the work you are currently doing? are you looking at your work through a diversity, equity and inclusion lens. And that may help you to frame things in a very different way and to report it in a very different way. So we really appreciate your responses to these seven polling questions and I'm going to turn things back over to Dan for the summary. Thank you.

>> Thanks Tawara. And thank you Emily and thank you to Barbara, our colleague in this work. So just, we are closing in on the time that we were scheduled to end. So we have a couple of restatements. I said I feel like we do have a direction. I feel we have continued commitments to activities across the topical areas of equity, diversity and

inclusion from our funder, from our national organization and from many of you who are doing this work. Based on the polls and other conversations. There's an extensive array of resources available I think to support work in this area and this is my cheerleader statement. We can do this. So, thoughts or comments. And in the last minute or two... if there are none I will think you for participating in for hanging in there and I am certain that AUCD will send out a poll so let us know at the end of the TA Institute poll so let us know how it worked and thank you, Melanie for saying great format. I love getting feedback. So I appreciate that. Back to you, Sarah.

>> Thanks, Dan, and Tawara and Emily for that very thought provoking and engaging and for the energizing proposal and I'm glad people have already engaged in that and I love hearing more from the network in the months and years to come about how they are using this plan and to see how AUCD and the URC and OIDD can all address the challenges in the network still working through the areas of equity diversity and inclusion. So this wraps up day one as far as I understand the first-ever virtual UCEDD network TA Institute. Thank you all for your engagement throughout the day. Thank you again to the planning committee and a huge thanks to AUCD staff and wonderful speakers who are mobilized quickly to adapt the content to this new format. So that it would be accessible for everyone given the challenging circumstances we are all facing together today. I hope that we will see you all tomorrow at 12:30 PM Eastern daylight Time As we start for day two. we will be using the same link or phone number that you used today. So you don't have to change anything. Just use the same access point that you used today. If you are not going to be able to join us, please complete the event evaluation form