

# 2023 Emerging Leaders End of Year Webinar

Wednesday, May 17, 2023

4:00 – 5:00 pm ET





# Congratulations!



# Agenda



---

**Introduction & Welcome Message**

---

**Tips for Outgoing and Continuing Trainees**

---

**Upcoming Opportunities from AUCD**

---

**Council Trainee Representatives Panel**

---

**Questions**

# Introducing Mollie Blafer!



**Mollie Blafer, M.Ed**

**Program Manager, Emerging Leaders  
Community**

**[mblafer@aucd.org](mailto:mblafer@aucd.org)**

# Learning Objectives

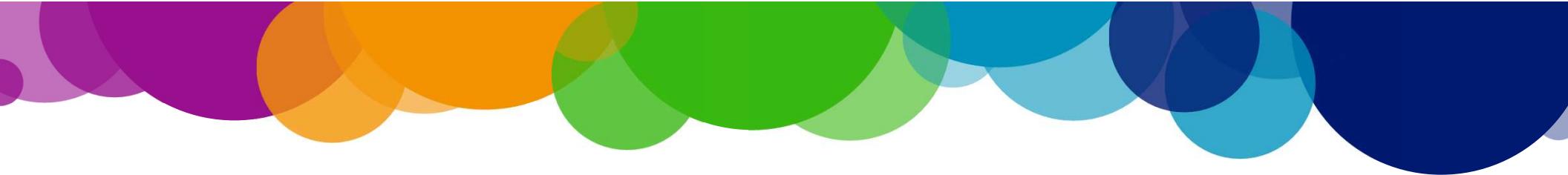
After this webinar, trainees will be able to:



Identify opportunities to engage with the AUCD network



Understand the importance of staying connected to your training program and AUCD



# Tips for Trainees



# It's the End of the Year...What's Next?

- ▶ Create and/or update your resume and LinkedIn profile
  - ▶ Join the AUCD Emerging Leaders Community LinkedIn Group  
<https://www.linkedin.com/groups/12484026/>
  - ▶ Add your training experience on your resume/curriculum vitae (CV)
  - ▶ Make sure to spell out acronyms (e.g., AUCD = The Association of University Centers on Disabilities)
- ▶ Prepare and practice an elevator speech explaining the unique knowledge/concepts/skills you've learned in your training program  
([Storytelling Workshop](#))



# Explaining your Training Experience

Explain what it means to be a trainee/fellow at a DBP, LEND, IDDRC, or UCEDD:

- ▶ Activities (ex. Seminars, research activities, mentorship, policy, advocacy)
- ▶ Projects (ex. Portfolios, focus groups, leadership projects)
- ▶ Requirements (ex. Community outreach/engagement, clinical hours)
- ▶ Mention training program's goals and objectives
  - ▶ [LEND](#); [DBP](#); [UCEDD](#); [IDDRC](#)
- ▶ Impact of the training in your personal or professional life



# Tips for Continuing Trainees



Apply for leadership opportunities at your program and AUCD

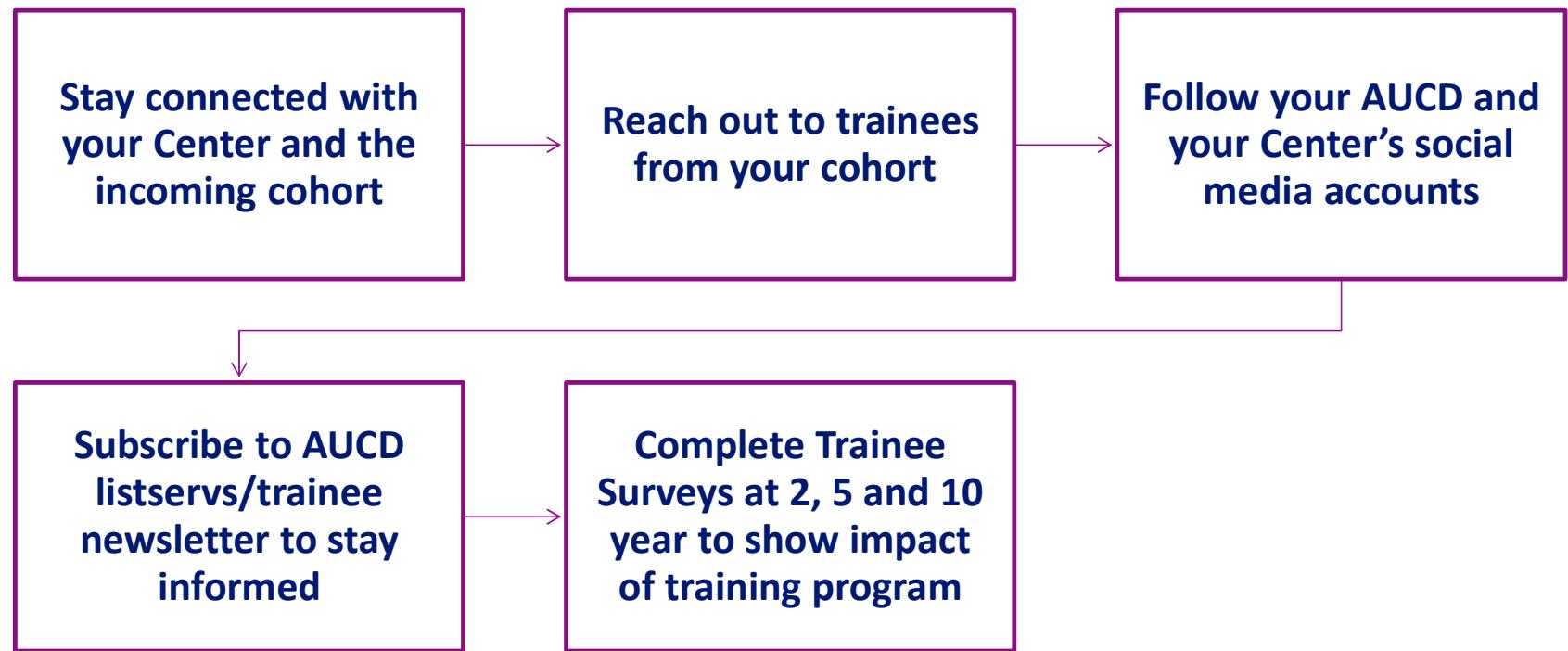


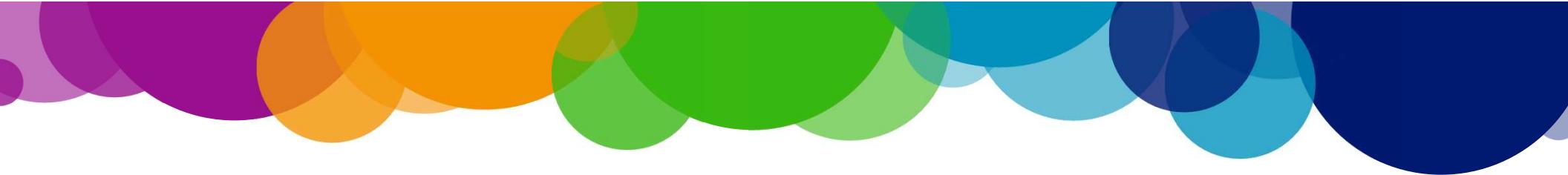
Consider lessons learned and share with incoming trainees



Reach out to those in your field or within the AUCD network for guidance/mentorship

# Tips for Outgoing or Former Trainees





# Upcoming Opportunities from AUCD & Staying Involved



# AUCD Emerging Leaders Website



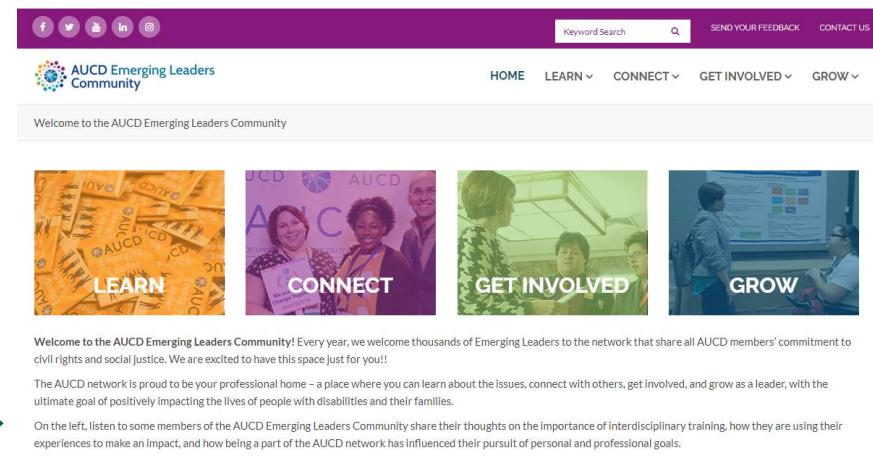
## Website features:

- ▶ Trainee Orientation Modules
- ▶ Networking Opportunities
- ▶ Leadership Opportunities
- ▶ Emerging Leaders Map
- ▶ Internships/Scholarships
- ▶ Webinars/Workshops

# Emerging Leadership Community Website



The AUCD homepage features the organization's logo and name at the top. Below the header, there is a navigation bar with links to Home, Initiatives, Network Centers, Resources, News, Events, Public Policy, Policy Issues, Councils, and About Us. On the left side, there are several sidebar modules: 'Find Network Members' (with a map of the US), 'AUCD Technical Assistance' (listing URC, ITAC, and NIRS), and 'AUCD Diversity & Inclusion Toolkit'. The main content area includes a 'NEWS' section with a large graphic for '#ivotebecause' featuring the text 'I vote because... the voices of people with disabilities matter!' and a video thumbnail for 'AUCD Gr...'. Below this, there is a section for 'Tweets by @AUCDNews' and a news article about AUCD investing over \$4M in COVID-19 response.



The AUCD Emerging Leaders Community homepage has a purple header with social media icons, a search bar, and navigation links for Home, Learn, Connect, Get Involved, and Grow. The main content area is titled 'Welcome to the AUCD Emerging Leaders Community'. It features four large buttons labeled 'LEARN', 'CONNECT', 'GET INVOLVED', and 'GROW', each accompanied by a small image. Below these buttons, there is a section with a video and text about the importance of interdisciplinary training and how it impacts lives.

# Newsletter & Listserv

## Newsletter

- ▶ Monthly
- ▶ Trainee-related news, activities and resources
- ▶ Sent through trainee listserv
- ▶ Available on ELC website

## Trainee Listserv

- ▶ [aucd\\_trainees@lists.aucd.org](mailto:aucd_trainees@lists.aucd.org)
- ▶ Trainees can send emails to others; [Sign up here!](#)

# AUCD Conference – Submit a Proposal!

- ▶ November 5-8, 2023
- ▶ Washington, DC
- ▶ **Theme: Emerging Leaders: Shaping the Future**
- ▶ Highlight your work!
  - ▶ Proposals Due: June 20th
- ▶ Check conference website for updates on trainee-related activities:  
[www.aucd.org/conference](http://www.aucd.org/conference)

# Emerging Leader Community Advisory Board

- ▶ Open to current and former trainees as well as Training Directors
  - Meets quarterly
  - Provides input on Emerging Leader opportunities and activities
- ▶ Applications to open Summer 2023

# Emerging Leaders Internships – Open Summer 2023

2 Training and  
Outreach Interns

1 LEND  
Audiology Intern



Develop their leadership and communication skills to support their future careers

Strengthen the community of emerging leaders through a range of projects

Engage with diverse stakeholders across partnering national networks

# Trainee Liaisons – Applications Summer 2023

- ▶ Connect with trainees from across the country
- ▶ Share the work of your Center/Program
- ▶ Learn about other disciplines
- ▶ Learn more here:  
[https://www.aucd.org/emergingleaders/  
Get-Involved/Trainee-Liaisons](https://www.aucd.org/emergingleaders/Get-Involved/Trainee-Liaisons)



# AUCD Special Interest Groups

- ▶ Open to entire AUCD network and external stakeholders or organizations
- ▶ Individuals meet to talk about common interests or experiences. Designed for sharing information, engaging in respectful dialogue, and generating new ideas.
- ▶ **Examples of SIGs:** Autism, Family Support, Assistive Technology, Deaf, Blind, and Deafblind, Early Childhood



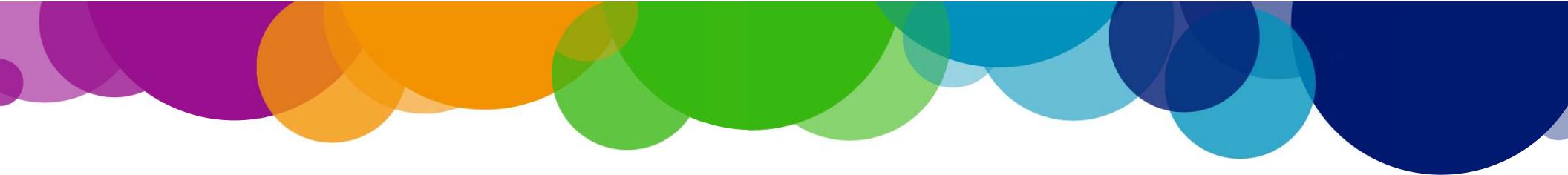
# AUCD Councils

Councils provide an opportunity for network members to address emerging trends and issues, highlight exemplary practices

**Learn more here:**

<https://www.aucd.org/emerging-leaders/Get-Involved/Councils-and-SIGs>





# Council Trainee Representatives Panel



# Emerging Leader Board Member

- ▶ Aliana I. Romero, AuD
- ▶ 2022-2024
- ▶ Former LEND Trainee at University of Miami!



# Council Trainee Representative Program Overview

- ▶ A leadership opportunity for current trainees
  - ▶ Starts in September and ends in May
- ▶ One Council Trainee Representative is selected per Council, a total of five representatives
- ▶ AUCD will pay for annual conference registration for trainees to attend AUCD
- ▶ Attend and participate on the Emerging Leader Community activities
- ▶ The Council Trainee representative will have an opportunity for recognition and engagement on the national level at trainee events during the AUCD Conference

# Benefits of Being a Council Trainee Representative

- ▶ Gain a deeper understanding of the AUCD network and its funders
- ▶ Learn how Councils function and communicate within the network, the national office, and the AUCD Board
- ▶ Gain project management skills in a national non-profit disability organization
- ▶ Relationship building and networking with Council members, other Trainee Council Representatives, AUCD staff, and the Emerging Leaders Community
- ▶ Professional development
- ▶ Recognition at national trainee events

# 2022-23 Council Trainee Representatives



**Ena  
Edward-  
Descartes**  
CEDC



**Azeb  
Adere**  
MCC



**Ashley  
Ogbonna-  
Salmon**  
CORE

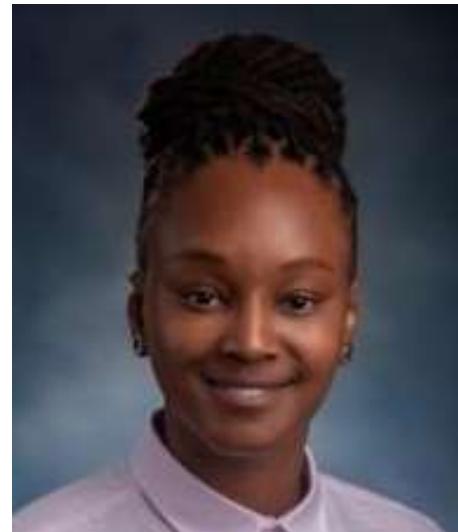


**Larissa  
Minner**  
COLA



**Frances  
Holguin**  
NTDC

# Ashley Ogbonna-Salmon



**Council on Research and Evaluation (CORE) Representative**

# Strategies for Identifying Progress of EDI at the UCEDD

Ashley Ogbonna-Salmon, MPH

*Diversity, Equity & Inclusion Research Associate*

Center for Leadership in Disability

School of Public Health

Georgia State University



Increasing the percent of people with disabilities, including ID/DD, from historically underrepresented communities who participate in the development, implementation, or evaluation of a UCEDD project.

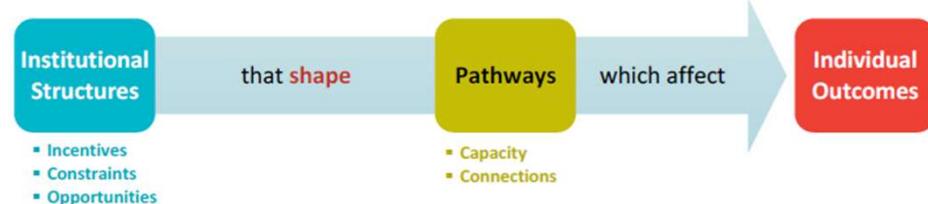
Let's consider these questions when implementing EDI...

- 1. How much closer are we to success as defined by the UCEDD?**
  - (e.g., “*It’s good enough for NIRS*”)
- 2. How much closer are we to success as defined by those with lived experience?**
  - (e.g., “*My decisions are honored*”, “*I feel prepared for my role*”)

# Systems Change Framework

## Seeing a system:

What are the elements of a system?



## Seeing systems change:

How can initiatives build systems that work better for individuals?

What keeps systems from working well for individuals?



How do systems change initiatives contribute to systems change results?



# Implications of Exploratory Phase

\*Data Reliability: data is complete and accurate (Talend, 2023)

\*Data Literacy: the ability to explore, understand, and communicate with data (Tableau e-learning, 2023)

1. Idea of data health/quality, or more specifically, **Data Reliability\*** emerged as it relates to collecting data at the UCEDD for multiple purposes (i.e., evaluation, collective impact, data dissemination, reporting back to funders, etc.).

1. Idea of **Data Literacy\*** emerged as it relates to collecting data on and with people with disabilities, including ID/DD, from historically underrepresented communities.

1. **Data Reliability/Literacy** implicates **NIRS** and the need for continued support from **Data Coordinators, Directors & Program Staff** throughout the network.

1. The scope of the project implicates **people with disabilities** (PWD), more specifically, people with ID/DD as key stakeholders; should be included in all phases of the project.

Structural  
Barriers

Pathways

Collaborate

Individual  
Outcomes

# Project Succession & Sustainability



**Darien Todd**, Community Advocate Specialist

*Center for Leadership in Disability*



**Melanie Davis**, COLA co-chair

*Munroe Meyer Institute*

# Ena Edward-Descartes



**Community Education and Dissemination Council (CEDC)  
Representative**



O C C R S



# Leaving None Behind, When Early Learning Starts

## LEND ITP Project

Early Intervention 3-part Series

Presented by:  
Ena Edward-Descartes  
Quality Improvement Specialist  
Department of Human Services, Office of Child Care –  
Quality Unit

LEND Trainee Class of 2022-2023



Westchester Institute  
for Human Development

# Project Timeline



- ❖ October –November :- Facility Interviews
  - \* Discussion with administration and CEDC Education Program Specialist, mentor about the project.
- ❖ Preparation for presentation
  - \* research, audience, format
- ❖ Information analysis
  - \* Presentation format
  - \* length of presentation
  - \* information to be presented
- ❖ Preparation of booklet and training manual to turn over to AUCD and LEND at WIHD. The booklet will also be distributed to the facilities that I supervise.



# Series Objectives



## Objectives of the Project:

By the end of this 3-part series, participants will be able to :

- ❖ Identify pediatric disabilities.
- ❖ Define and list developmental disabilities.
- ❖ Explain what are developmental milestones.
- ❖ Describe ways to create a program-wide, relationship-based culture that supports effective family engagement.
- ❖ Identify and reflect on personal values, experiences, ethics, and biases.
- ❖ Identify ways to explore with families their interests, strengths, and priorities.
- ❖ Understand what inclusive education is and is not.
- ❖ Understand how inclusive education is related to meeting the needs of all students and is not just an issue related to students who receive special education services.
- ❖ Value educational equity for all students.
- ❖ Commit and collaborate to problem solve with other professionals and educators, families, and students to develop and implement effective inclusive practices.

# Series Presentations



3-part series

1. Pediatric Disabilities - Early Intervention
2. What's Next? Rocking and Rolling-Promoting Inclusion.
3. When in Doubt Reach Out - Developing Professional and Family Partnerships
4. From the Eyes of the Expert- an extension of the 3-part series to allow the participants to communicate with a professional.
5. Information will be complied for use in the facilities.
6. Evaluation completed by over 80 participants
7. Where next: prepare and plan for the upcoming presentations in September.



# Pediatric Disabilities Early Intervention





FOR ALL YOUR SUPPORT AND  
ENCOURAGEMENT!



# Larissa Minner



**Council on Leadership in Advocacy (COLA) Representative**

## Background



70% of autistic adults have 1+ chronic mental or physical health conditions (Weir, 2022).



Health inequality in autistic adults.



Substandard care



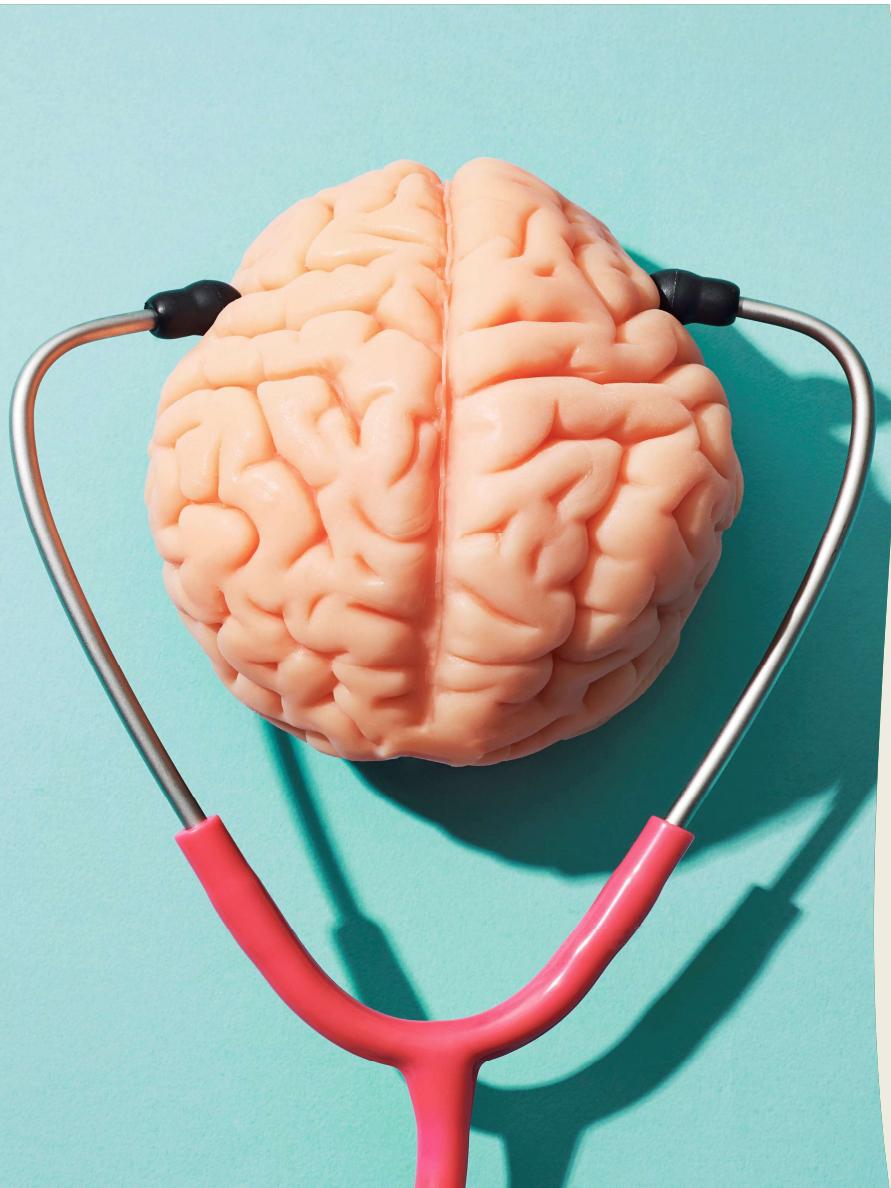
Accessibility barriers



Poor health outcomes



The potential of universal design to improve healthcare accessibility for mixed neurotypes is largely unknown.



### Study Objectives:

The primary objective is to assess the perceptions of autistic and non-autistic groups on the following aspects of healthcare:

- \*Quality and person-centered care
- \*Barriers and discrimination
- \*Health outcomes
- \* Prior strategies attempted
  - \*Support needs
  - \*Universal design

The secondary objective is to lay the foundation for a potential model for universal design in healthcare settings for groups of adults that have mixed neurotypes.

## Accessibility features included:

Audio



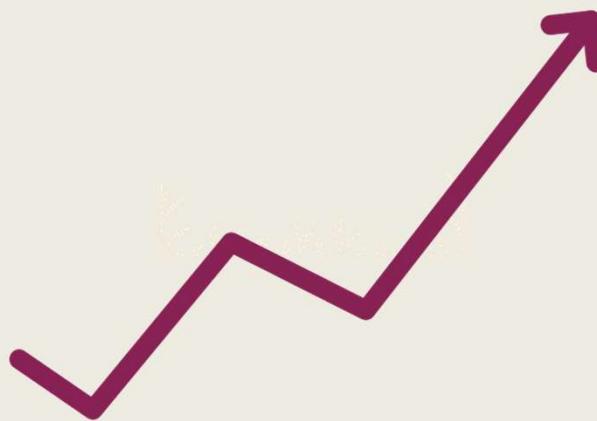
Pictures for Likert scales

Screen reader

Optional text boxes



## Preliminary Takeaway



There is an urgent need to improve the healthcare quality for autistic adults

# Frances Holguin



**National Training Directors' Council (NTDC)  
Representative**

# Azeb Adere



**Multicultural Council (MCC) Representative**

# Questions?



AUCD  
Emerging Leaders  
Community

# Thank You for Joining Us!



We want to hear from you! Please complete this survey to provide feedback on today's event:  
<https://www.surveymonkey.com/r/2023EndofYear>

*Or Scan the QR  
Code*



# Thank You!

This meeting is provided in partial fulfillment of tasks outlined in a cooperative agreement (#2 UA5MC11068-15-00) between AUCD and the Maternal and Child Health Bureau (MCHB). The contents of this presentation do not necessarily reflect the views or policies of MCHB, ACL, the Health Resources Services Administration, U.S. Department of Health and Human Services, or the U.S. Government.

