

National Training Directors Council

Agenda for Monday, November 10, 2014

9:00am – 11:30am

Welcome and Introductions	
Officers- Michelle Schladant (MS)	MS welcomed the council and shared a little about her leadership experiences in particular about the Leadership Institute and her vision to increase opportunities for members to engage and network within the council and across the AUCD network. She acknowledged the Steering Committee and thanked them for their input, patience and guidance. She encouraged new TDs to seize the opportunity to get involved with the council and connect with other TDs. Three things to accomplish for today's meeting: 1) time for networking and mentoring, 2) get feedback on the AUCD strategic map, and 3) discussion the future of our council and how to stay engaged as a council.
Mentors for New Training Directors- MS	There were about 3 new training directors/council members at the meeting and they were encouraged to find mentors at this year's conference to help them over the next year. Anyone interested in being mentored or serving as a mentor should contact one of the officers or steering committee members.
Old Business- Elizabeth Bishop (EB)	Approval of minutes from 2013; motioned and seconded. Minutes approved. Please update your membership on the Listserv and or the AUCD Directory so that we have the most up to date contact information for Council members and training directors.
Results of NTDC Mentorship Survey- MS	MS shared the results of a survey that was sent out to all Council members to determine the mentoring needs for training directors and to guide roundtable discussions. Based on 28 responses, six major themes for mentorship emerged: technology and interactive e-learning; cultural diversity and strategies to support trainees; family members and persons with disabilities as trainees; community and experiential learning; adult learning and curriculum development; and how to engage trainees in the network.
Mentorship and Networking Roundtable Discussions	
Technology & interactive e- learning, <i>Tracy White (TW)</i>	TW shared ways to increase technology for student engagement. Continuing correspondence to set up a blog. Family Café was mentioned as an annual Florida meeting of disability specific professional development for family members and professionals. Hybrid and online technology involves multiple platforms (Blackboard, Canvas, Moodle) that can be a barrier to sharing resources across the network. Group will stay in touch.
Cultural Diversity: Strategies to	Discussion Points: Question: How do we recruit and program for trainee diversity? How

<p>support trainees, <i>Laura Stough (LS)</i></p>	<p>do we retain diverse trainees?</p> <ol style="list-style-type: none"> 1. Recruitment <ol style="list-style-type: none"> a. Recruit from special or concentrated diverse populations b. Recruit from HBCUs and HSIs c. Recruit from community colleges d. Important to recruit diverse LEND and interdisciplinary faculty. Faculty act as multicultural liaisons and mentor diverse graduate students. e. Webinars can model multicultural leaders through across the network 2. Continuing engagement-how to keep current diverse students engage <ol style="list-style-type: none"> a. Use of cohort models to increase interconnectedness of diverse trainees b. Use past graduates to provide outreach to new students c. Finding ways for trainees to get to know other trainees in the network d. Use diverse faculty through the network to provide trainees, webinars for trainees e. Tape trainee materials at conference for dissemination to trainees 3. What we have in common in addition to what differentiates us 4. Best use of funding to increase NTCD activities <ol style="list-style-type: none"> a. Financial support for trainees to travel to AUCD conference b. Increase presence at Tribal Colleges as addition source of diversity c. Include faculty from humanities and entry courses in LEND and interdisciplinary faculty d. Training in policy or funding to policy conference for trainees e. Funding for faculty and other trainees to visit other Centers
<p>Family Members and Persons with Disabilities as LEND and UCEDD Trainees, <i>Judith Holt (JH)& David Deere</i></p>	
<p>Community and Experiential Learning, <i>David Helm (DH)</i></p>	<p>The table listened and discussed presentation by David Helm regarding how the LEND program at Boston Children's Hospital incorporates community and experiential learning into their LEND program. LEND Fellows affiliate with community-based organizations (CBOs) for 1/2 day/wk for about 10-12 weeks. There they work on leadership projects in conjunction with the CBO executives and/or staff. CBOs are programs providing community services to a target audience. The LEND program at BCH had worked with about 32 CBOs representing and focused on various ethnic organizations (Haitian, Somali, Eritrean, Ethiopian, Chinese, Vietnamese, Cambodian, African American, Latino and others). Projects have varied but include developing</p>

	<p>play dates for Chinese families who have children diagnosed with ASD, developing dance program for young Haitian children, tutoring Somali mothers in English, developing urban gardens for a group from Eritrean. Fellows learn to negotiate with the CBOs, and learn about having a child with a disability from different cultural perspectives.</p> <p>Fellows also visit Title V program directors throughout MA as well as visit families in their homes.</p> <p>These community and experiential learning assignments helped LEND fellows learn about services, supports and families outside the classroom and fellows have reported that these experiences had a strong impact on the education.</p> <p>We discussed with Q&A and began to talk about other experiences around the network.</p> <p>* Would have liked more time as discussion was very engaging.</p>
<p>Adult learning and Curriculum Development, <i>Elizabeth Bishop (EB)</i></p>	<p>EB shared some valuable information with the group about the following principles of adult learning: Malcom Knowles and the Theory of Andragogy (theory of Adult Learning) six principles. Adult learners are self-directed and internally motivated to learn; goal oriented; seek practical knowledge; bring life experiences with them to the learning process; want to be respected and are relevancy oriented. Andragogical theory holds that a set of assumptions about how adults learn places value on the learning process. Adult learners desire problem-based and collaborative approaches versus didactic experiences. And equality between the learner and teacher. EB asked several questions of the small group to elicit dialogue and discussion.</p> <ol style="list-style-type: none"> 1) At what age do you consider someone an adult? 2) How do you like to learn? 3) How were you taught? 4) What approaches have you found effective? 5) How can you take a didactic activity and make it follow an adult learning principle? <p>There were varied responses to questions 1 and 2; some saw adult as a chronological age and others about cognitive development and autonomy. The literature in adult education states that adulthood can be anywhere between 18-27, the prime age range for our trainees. Also, the expectations we place on those we give the able of “adult” plays a role in how we design learning. Several of the participants stated that they liked to learn by reading, interactive exercise or a combination of the two. So do our trainees and we have to remain flexible in our planning to allow for all types of learning styles. All participants at the table stated they had tried different room set ups to engage in interactive discussion or had tried different learning strategies to their programs but with mixed results. EB provided some resources for us to read about and learn more on this element of adult education. Resources included:</p> <p>In <i>Over Our Heads</i> by Robert Kegan (1994) provides a cognitive view</p>

	<p>of adult development.</p> <p>Philosophical Foundations of Adult Education (3rd Ed) by Elias and Merriam (2005) provides an overview of the theories that have guided adult education and provides a good foundation for finding the philosophical foundation of your own program.</p> <p>Wisdom, Intelligence and Creativity, Synthesized by Robert Sternberg (any article) gives one such theory for leadership development that incorporates the cognitive, social and emotional development of leaders. Leadership development and adult learning are compatible trajectories for our trainees and our training programs. Whether engaging in pre-service prep or continuing and community education, we are planning, conducting and evaluating adult learners. We need to explore and educate ourselves on the adult learning principles in order to better do our work.</p>
<p>How to Engage Trainees in the Network, <i>Stephanie Weber</i></p>	<p>SW: Importance of engaging trainees at the network and local level. Offering a welcome lunch and share the welcome guide created by AUCD which seems to be updated. Designing online courses to build a link into the AUCD webpage in the trainee corner. Building the leadership plans by using the AUCD early career professional page. Strategic planning from the Board is focusing on engagement and only 30% of our centers have trainee liaisons so we need to be sure that we are supporting this opportunity for trainees.</p>
Family Involvement Assessment	
<p>Fran Goldfarb (FG), LEND Family Faculty</p>	<p>FG presented on the Family Involvement Assessment in its 2nd year, 22 LENDs have participated so far. Assessment participation is voluntary but they would like to have 100% participation in the future. A breakdown of the responses from individual Centers is provided as part of participation in the assessment. IRB application is provided so that all Centers can participate. Q: timing of the assessment? IT will be sent out February 2015 and will close by June 2015. Trainees can participate at any time in this time frame. Q: How is the survey distributed? Survey Monkey link is provided in a letter to Training Directors and a sheet with instructions with participants. TDs will fill out a two question survey with assent to participate and how many trainees will be surveyed to calculate a response rate. Q: include trainees from past years? No, just include this year's trainees. Q: can you give us results from last year? Tuesday concurrent session the results will be presented at the conference. Trainees find it very worthwhile and the comments from trainees are most impressive.</p>
AUCD Updates	
<p>Andy Imparato (AI) & Olivia Raynor (OR)</p>	<p>AI: Commended the TDs for the work that we do. Looking at Council structures to make sure that we have the right councils and getting the right engagement from the councils. Andy shared the five goals of the AUCD strategic map. Last one was about 10 years ago and what</p>

	<p>cumbersome to comprehend and not referenced much. This new plan is condensed under five goals and will be presented to everyone at the conference as a poster to keep in their present minds.</p> <p>Goal 1: Enhance visibility and outreach Goal 2: Broaden impact on policy, practice and research Goal 3: Expand and strengthen network engagement and collaboration Goal 4: Increase diverse and sustainable funding Goal 5: Champion and model diversity, equity, and inclusion</p> <p>Each goal has priorities associated. Year 1 and Year 2 work plans are being developed by AUCD staff from this strategic map. Year 1 will be accomplished with this year's funding and Year 2 will have funding allocated to it.</p> <p>Technical assistance activities and current projects will continue but ideas on what other areas of TA that could be investigated are welcomed.</p> <p>OR: asked the Council for input directly associated to the Strategic Map for example, how we can expand career and leadership development and mentoring – what kind of activities do TDs have that can inform how that can be accomplished? What ways are we already doing this? Are their strategies and ideas for the organization on how to integrate cultural and linguistic competence? Basically, want to hear from the Councils how we can integrate what we are doing into the Strategic Plan around training.</p> <p>Open discussion: What is the mission of a training director? "AUCD is the place where leaders come to get better." (Andy Imperato, 2014). Cindy: we really need input from people on the ground to gain a broader sense of how this plan will accomplish the mission of AUCD. Carol Laws: Idea that MCH LEND programs competencies are specific to the LENDs and the UCEDDs do not have that same level of requirements. Looking at both and seeing if we could develop some core competencies that would cut across both and then would be mirroring what we would be expecting of them as emerging professionals. And then we could be developing core competencies for the AUCD network that would help us as we engage with people outside our network. How to use social media- #aucd2014 more effectively. Gail Chodron: Utilizing your live time as efficiently as possible as we engage in online and social media efforts. That should apply to our network as a whole as there are certain topics that we could develop modules around that are relevant to the network as a whole that could also be a tool for if we develop core competencies for the network. A discussion group will be meeting later today at the LEND directors meeting. Tyler Reimschisel will be leading this discussion.</p> <p>Andy asked a final question: Is there something in the strategic map</p>
--	---

	that TDs should be the leaders in and would be willing to engage in the next 12 months. Responses from the group included: strengthening the network in engagement and collaboration; enhancing our visibility and reach – alumni trainee portal for example; Keeping people engaged after they leave the network. Jean B. from VT LEND: Championing diversity and equity and inclusion.
Laurel Geist, AUCD Virtual Trainee	Laurel Geist, trainee from The Ohio State University, Trainee Liaisons are being identified and have a group to gather and disseminate information to and from local centers. Currently there are 32 trainee liaison – quarterly conference calls and one project per year. Clear duties. Great opportunity for visibility of AUCD and engagement of trainees at a higher level. She is tweeting a lot - @aucdvt.
AUCD Strategic Map and How our Council Fits	
Michelle Schladant	<p>Continuing the discussion from Andy and Olivia regarding how TDs can contribute and influence the Strategic Map. MS shared some questions for small table discussions.</p> <p>If money were allocated for funding what would be on our wish list?</p> <ul style="list-style-type: none"> • Supporting trainees – have more trainees come to AUCD conference. Plenary sessions that could be video-taped or made available for trainees to make them feel more involved, attend the Disability Policy Seminar, opportunities for us as TDs to visit other centers and learn from each other and more strategies. • Presence of faculty at tribal colleges or HBCUs as a way to connect with those institutions as inter collegial faculty outreach as well as on our own campuses. Reaching out to other colleges within our universities and find opportunities to guest lecture to business students about disability and diversity. • ROI of sending trainees to conferences results in higher return on our 1, 5, and 10 surveys which would increase the impact of our network on the federal funding. Telecasting live from the plenaries for trainees as well as faculty who cannot come to the AUCD meeting. • Similar to the Leadership Institute out of Chicago where certain centers are specializing in a topic. For example, blended learning, what are best practices and what are available models. It's something that we need to be good at but there are opportunities to learn from each other. Thinking about building this into our next grant cycle. • Funding for projects that looked at policy and trainees could develop policy briefs. • Broadening the impact on policy and research and utilizing trainees and faculty in that endeavor. There is value in small sample sizes and we have cross site work for small incidence conditions. How we model translating research into practice and policy and what we are preparing trainees as future leaders.

	<p>Leadership is really developed when we have long term trainees that go multiple years. Funding past year trainees to go to present work they conducted when they were trainees.</p> <ul style="list-style-type: none"> • Jamie shared that a wish list for private fund raising is quite similar to the TDs wish list here. Scholarships for trainees to go to various conferences. Trainee scholarships come from the MCH cooperative agreement. 20 were offered; 50 applied. Leadership development issue to expand the leadership institute to include LEND folks as well, family members, people with disabilities.
--	---

Future of our Council

<p>Michelle Schladant, Chair</p>	<p>What is the best way to stay engaged as a Council between Annual meetings? A survey went out to all the Councils on this issue and the main response and overarching theme was TIME demands.</p> <p>How do we bottle the knowledge and expertise for new training directors? As the Chair, MS wants to make sure that she is informing the Board of what is most important to our Council and also so she can bring back to the Council where the Board is going.</p> <ul style="list-style-type: none"> • Carrie: Opportunity to have small group calls or sessions that can be focused on topics from the survey and recorded so that those who can't participate live will have access. Quarterly call or monthly just so we can benefit from all the expertise. • Experience is overrated --- flip the idea to embrace an issue from a different perspective as if we'd never done this before then what could we do • Learning Circles – topical calls that are more engaging to help each other. Usually small group of 6-8 people and providing a way to give this discussion back to the larger group. Video or recording as well as maybe a paper. Gail: It's about digging into the topic and sharing ideas and resources – and problem solving. • Carol: Social media and using Pinterest. What if we had a Pinterest page for the Council that we could post ideas on what we are doing for our trainees and a way to visually follow what we are all doing. • Meg Traci (MT): listserv is a great way that we can communicate. Is there a report card from NIRS that we can know what we are doing as a network? AUCD provides a network report each year. • Erika: adding expertise and bios to our member ship listing on the AUCD website – already a link. • Judith: Small groups on specific products like the new directors' guide, interdisciplinary training and orientation for trainees. These are useful and linked us in understanding each other's programs and perspectives. Peripheral learning occurs
----------------------------------	--

	and planning grants and learning from each other on site – visits.
--	--

Closing Remarks: Michelle shared that she feels very fortunate to be part of this Council and representing TDs on the Board of Directors. The interest and involvement of all of us provides great learning opportunities for all.

Adjourn: Meeting adjourned at 11:23 am.