An Organizational Journey Towards Cultural Competency

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AUCD's mission is to advance policies and practices that improve the health, education, social, and economic well-being of all people with developmental and other disabilities, their families, and their communities by supporting our members in research, education, health, and service activities that achieve our vision.

➢ 67 University Centers for Excellence in Developmental Disabilities (UCEDDs) *funded by Administration on Intellectual and Developmental Disabilities (AIDD)*

➢ 43 Leadership Education in Neurodevelopmental and Related Disabilities (LENDs) programs – *funded by Maternal and Child Health Bureau (MCHB)*

➢ 15 Eunice Kennedy Shriver Intellectual and Developmental Disabilities Research Centers (IDDRCs) – *funded by National Institute of Child Health & Human Development (NICHD)*

University Centers for Excellence in Developmental Disabilities (UCEDD)

Leadership Education in Neurodevelopmental and Related Disabilities (LEND)

Intellectual and Developmental Disabilities Research Centers (IDDRC)
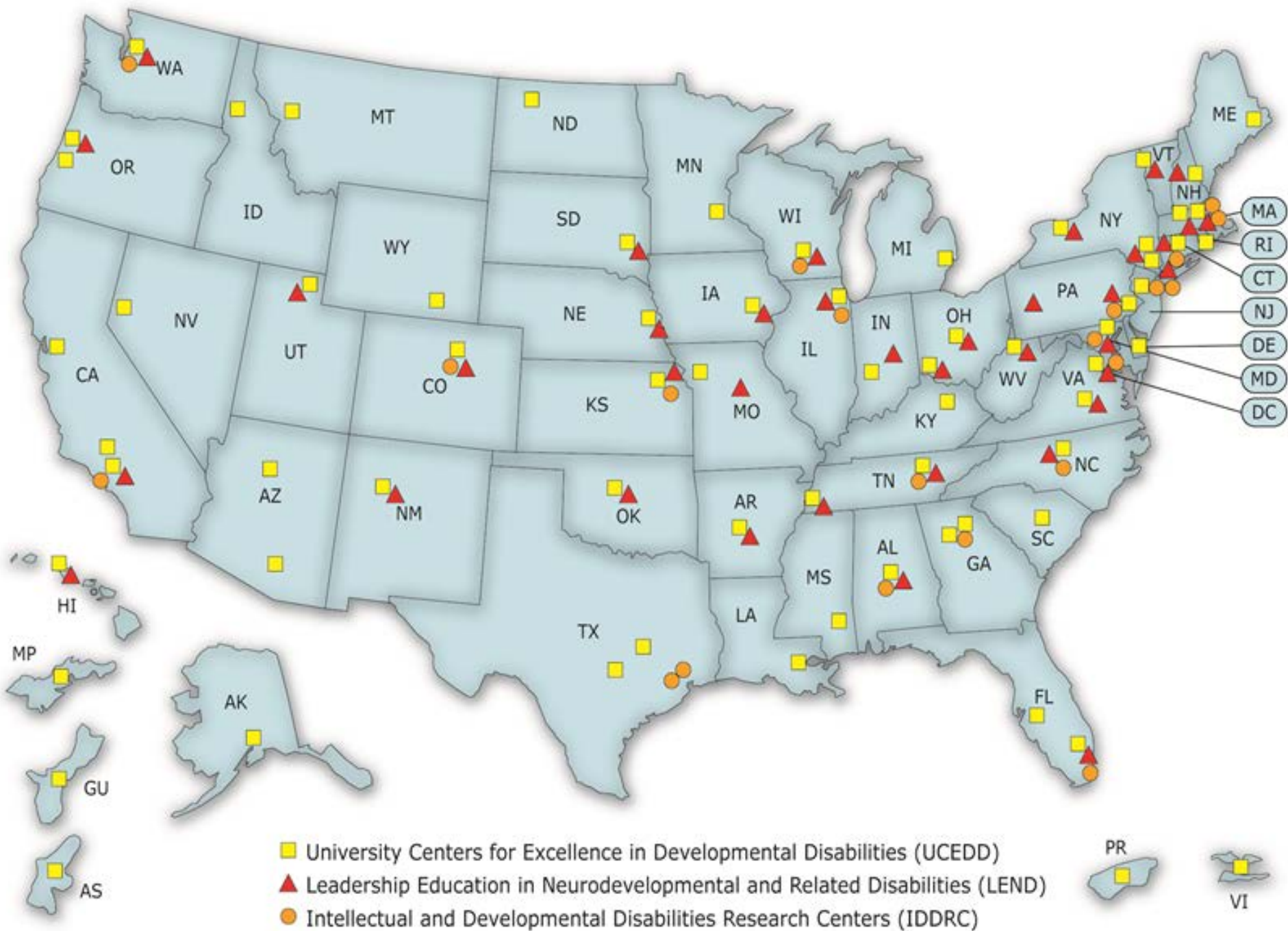
- University-based units reach out to community

- Link university expertise & resources with disability community

- Provide exemplary
  - Research & service
  - Interdisciplinary training
  - Technical assistance & information

Major Areas of Contribution in National Disability Initiatives

- Early Intervention
- Preschool & Child Care
- Special Education
- Access to General Curriculum
- Literacy
- School-Work Transition
- Family-Centered Care
- Inclusive Education
- Assistive Technology
- Post Secondary Education

- Screening & Identification
- Maternal & Child Health
- Child Abuse & Neglect
- Self-Advocacy & Self Determination
- Community-based Services
- Housing
- Health Promotion
- Supported Living
- Employment
- Aging

- Shared knowledge and experiences in specific groups. Can include:
  - Language
  - Beliefs
  - Customs
  - Ways of Relating
  - Practices

- Cultural competence requires that organizations:
  - have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.

  - have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.

  - incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

Slide Source:© 2014 - National Center for Cultural Competence

The facts, nothing but the facts …

A series of projections from the U.S. Census Bureau estimates:

- In the year 2045 the nation will become "majority-minority" (all people except those that are non-Hispanic, single-race white)
- The population under 18 years of age will reach this status by 2018 or 2019
- The working age population is projected to become majority-minority between 2036 and 2042

Data Source: U.S. Census Bureau. Retrieved on 7/1/14 from
http://www.census.gov/newsroom/releases/archives/population/cb13-89.html

The 2013-14 school year was the last in which nonhispanic whites comprised a majority of the public K-12 school population.

Actual and projected fall enrollment in public elementary and secondary schools, by race/ethnicity
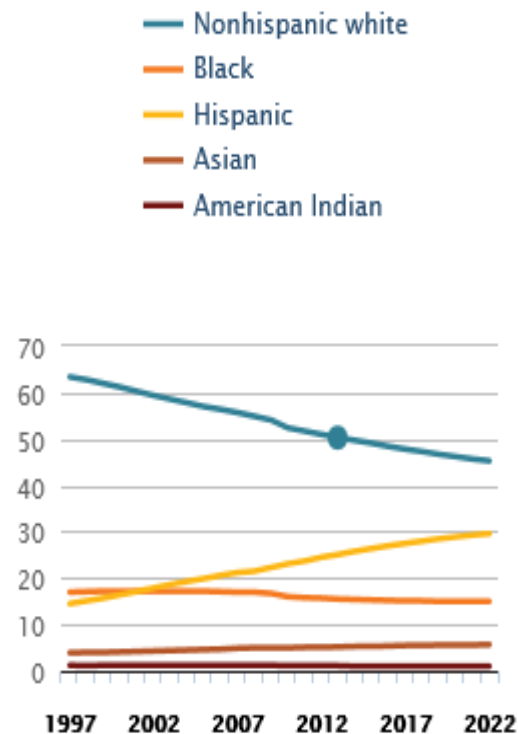
Children of color outnumber white babies

More than half the number of children under a year old are of color, or "minority", according to the new Census Bureau estimates. This map shows the percentage of children under a year old who are nonwhite or Hispanic.

11%-25% minority
26%-49% minority
50%-59% minority
60%-86% minority
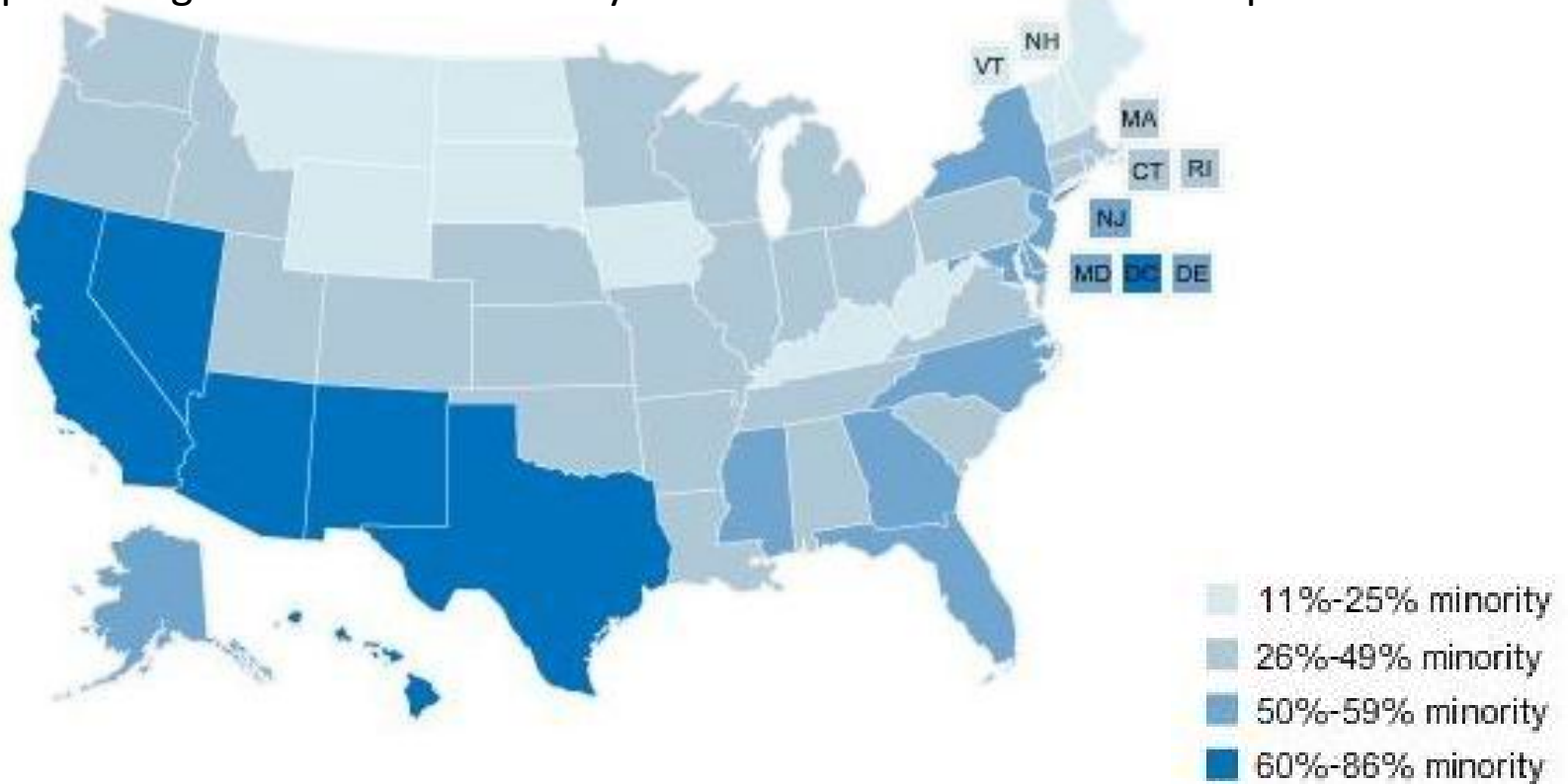
Source: U.S. Census Bureau

Languages Spoken at Home in the U.S. in 2012

Total Population 5 years and over   **294,003,714**

English only   232,262,934 (79%)

Total other languages   61,740,779 (20%)

Speak Spanish or Spanish Creole   38,325,155

Speak Indo European languages   11,034,625

(French [Patois, Cajun], French Creole, Italian, Portuguese, Portuguese Creole, German, Yiddish, Other West Germanic languages, Scandinavian languages, Greek, Russian, Polish, Serbo-Croatian, Other Slavic languages, Armenian, Persian, Gujarathi, Hindi, Urdu, Other Indic languages)

Speak Asian and Pacific Island languages   9,752,336
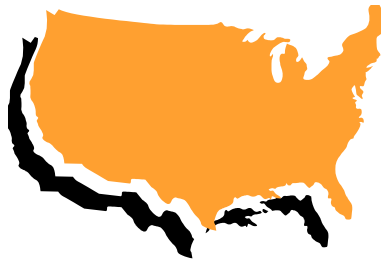
(Chinese, Japanese, Korean, Mon-Kymer, Cambodian, Miao, Hmong, Thai, Laotian, Vietnamese, Tagalog, other Pacific Island language)

Other Languages   2,756,099

(Navajo, Other Native American languages, Hungarian, Arabic, Hebrew, African languages, other unspecified languages)

- Developmental Disabilities occur across race, ethnicity, and socio-economic lines.

- More people with disabilities live in poverty.

- Members of race and ethnic groups other than non-hispanic whites are more likely to live in poverty.

- Greater % of certain developmental disabilities or diagnosis of DD in certain lower income ethnic and racial populations and groups.

Disability among US Adults*, by Race or Ethnicity

Race/Ethnicity	Disability
Non-Hispanic White	20.3%
Non-Hispanic Black	21.2%
Hispanic	16.9%
Asian	11.6%
Hawaiian/PI^	16.6%
Native American+	29.9%

*Aged 18 years or older
^Pacific Islander
+Includes American Indians and Alaska Natives

General Health Status among US Adults*, by Race or Ethnicity

Race or Ethnicity	Excellent/Very Good Health Status	Good Health Status	Fair/Poor Health Status
Non-Hispanic White	59.3%	27.8%	12.9%
Non-Hispanic Black	44.4%	34.6%	21.1%
Hispanic	33.6%	35.4%	31.1%
Asian	55.8%	33.8%	10.4%
Hawaiian/PI^	55.4%	29.7%	14.8%
Native American+	42.7%	32.8%	24.5%

*Aged 18 years or older, ^Pacific Islander,
+Includes American Indians and Alaska Natives

Organizations that Serve People with Disabilities (Direct Care Workers)

Setting Type	Gender	Race/ethnicity	Foreign born
Nursing care facilities	91% F	• 49% white • 33% black • 11% Spanish, Hispanic or Latino	20%
Home health care services	91% F	• 41% white • 29% black • 22 % Spanish, Hispanic or Latino	25%
Personal and home care	90% F	• 48% white • 23% black • 17% Spanish, Hispanic or Latino	Increasing
Residential care facilities	75% F		
Community residential and vocational settings	66% - 99% F Median 81% F	• 59% white • 22% black • 8% Spanish, Hispanic or Latino	Increasing
Psychosocial rehabilitation	65% F	• 70% white	Increasing

Duffy, Wilk, West et al., 2006; NAADAC, 2003; Knudsen, Johnson, & Roman, 2003; PHI, 2008; Larson, Hewitt & Knobloch, 2005

- Lack of data on representation in leadership of different ethnic and racial groups

- Anecdotally and Observationally – higher leadership levels less diversity

- Issue of lack of racial and ethnic diversity in AUCD membership was raised by AUCD's Multi-Cultural Council (MCC) because of difficulty securing board members from racial and ethnically diverse groups.

- Initiative Created – looking at all aspects of organization (AUCD Central Office, Board Membership, Network Members and Trainees)

- AUCD Annual Meeting

- To better examine our cultural and linguistic competence as an organization and a national office.

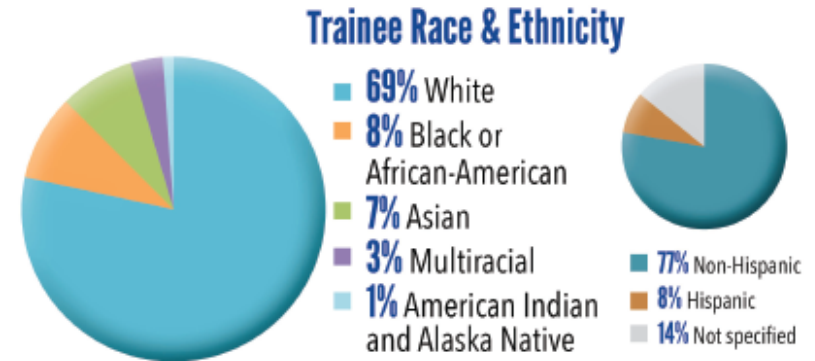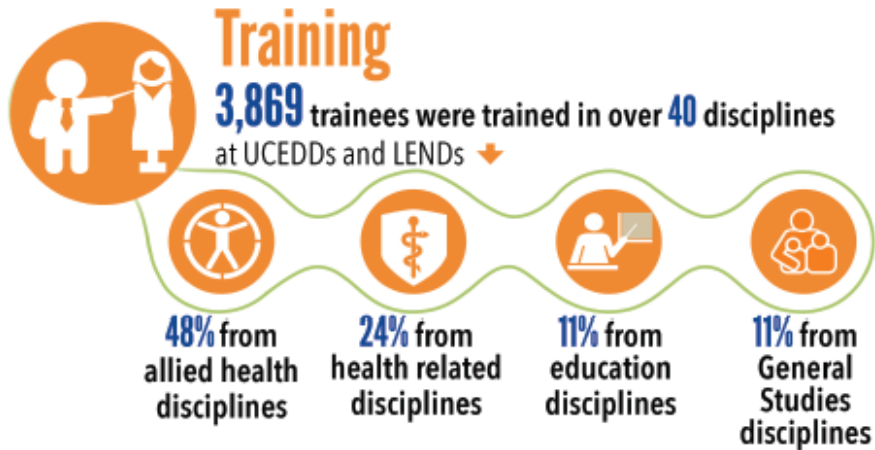Every Journey Begins with the first STEP

Assessment

- Our own network observed lack of diversity in leadership of university centers and Board of Directors
- National Information Reporting System (NIRS) 2014 DATA – Directors, Associate Directors and Faculty*:
  - 73% non-Hispanic White
  - 2% African American
  - 1% American Indian/ Alaskan Native
  - 4% Asian
  - 1% Native Hawaiian or Other Pacific Islander
  - 3% Hispanic of Latino
  - 1% More than one race

  * *Race not indicated (12%) Ethnicity not indicated (13%)*

AUCD

Trainee Data (FY13)

Training

3,869 trainees were trained in over **40** disciplines at UCEDDs and LENDs

48% from allied health disciplines

24% from health related disciplines

11% from education disciplines

11% from General Studies disciplines

Trainee Race & Ethnicity

- **69%** White
- **8%** Black or African-American
- **7%** Asian
- **3%** Multiracial
- **1%** American Indian and Alaska Native

- **77%** Non-Hispanic
- **8%** Hispanic
- **14%** Not specified

80% of former trainees report working with underserved populations across the country and world 5 years after their training.

- Examination of own cultural heritage and education about CLC definitions, conceptual frameworks, legal mandates, and organizational practices.

- How to design AUCD as a culturally and linguistically competent organization

  – Assistance from Tawara Goode, Director

  of the National Center for Cultural

  Competence at Georgetown University

- What values do you associate with greater diversity and cultural and linguistic competence?
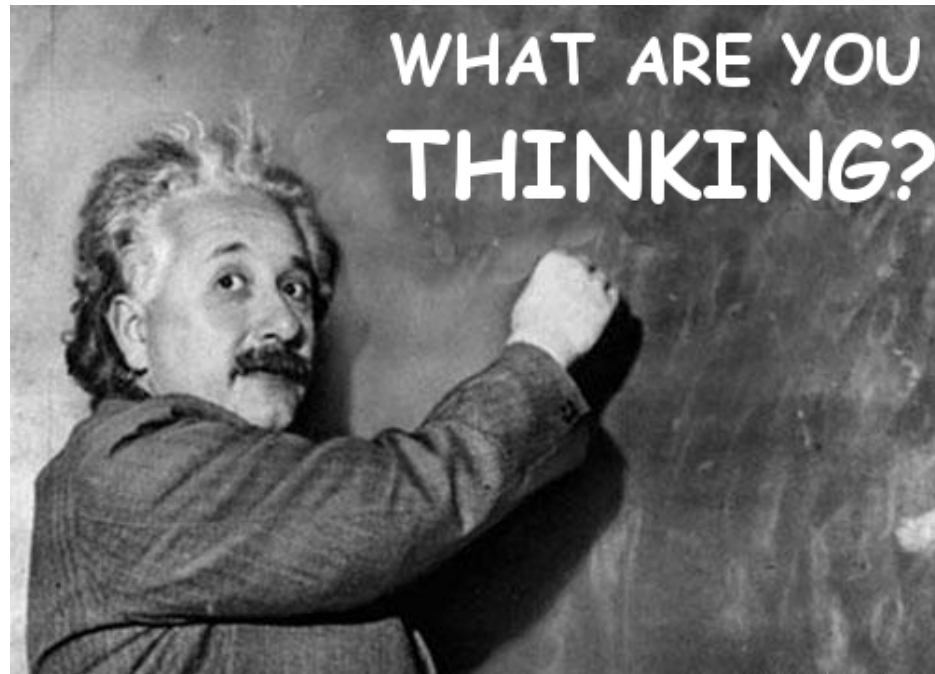
Brainstorming

- Regular Meetings (activities)
- Cultural Potlucks
- Activities built into staff retreats

Idea Development

- Develop priority areas
  - Partnerships
  - Trainee Diversity
  - Guidelines and Best Practices
  - Policy Initiatives
- Break into small groups to explore each priority area and generate goals and activities

Accomplishments

- Two Members on Board from AUCD's Multi-Cultural Council (MCC)

- Enlarging pool of members eligible for board (those with extensive program and budget responsibility)

- Together, created a staff values statement on culture and diversity

  – Respect both the universal and distinct experiences of the human condition.

  – Recognize and nurture personal awareness and discovery in the ongoing journey to understand and accept diverse perspectives.

  – Proactively cultivate open-mindedness and embrace opportunities to challenge cultural and linguistic barriers and inequities in all activities.

  – Actively pursue diversity in personal presence, perspective, input and ideas for all work projects and activities

  – Take time to pause, reflect, and celebrate.

- Goal: Examine and seek out diverse relationships that could enhance office and network opportunities for collaboration.

- Activities:
  - Developed talking points for AUCD staff
  - Researched potential partners to identify areas of mission match
  - Developing an outreach brochure

- Goal: Provide a resource for staff, the network, and the general public to ensure appropriate cultural and linguistic considerations are in place when planning meetings and making presentations.

- Activities:
  - Developed presentation guidelines
  - Developed meeting guidelines

- Goal: Provide a resource for staff, the network, and the general public to ensure their information is presented and disseminated in a way that is appropriate for people of diverse cultural and linguistic backgrounds.

- Activities:
  - Researched and developed "Guidelines for Achieving Cultural and Linguistic Competency in Information Dissemination Activities"
  - Researched a companion guide

- Goal: Examine office hiring policies regarding recruiting and retaining a diverse staff.

- Activities:
  - Incorporated procedures to facilitate
  - Developed an orientation process for all new AUCD staff to the office values and priorities around CLC and diversity

- Goal: Identify and share successful strategies for increasing trainee diversity within the Network.
- Activities:
  - Identified Centers with most diversity
  - Interviewed Centers about their strategies for recruiting diverse trainees
  - Share strategies with Network and others

- Goal: Examine the laws around which AUCD advocates and ensure our programs and policies include a positive impact for diverse and underserved populations.

- Activities:
  - Collaborate with diverse coalitions to educate, learn from, and advocate for federal policies that promote and protect the civil and human rights of all people
  - Seek opportunities to insert language into new legislation and reauthorization proposals that focus on CLC
  - Advocated successfully for capacity-building grants for Centers to work in partnership with collaborating MSIs and to implement health disparities provisions included within the Affordable Care Act.

The journey is long from over…
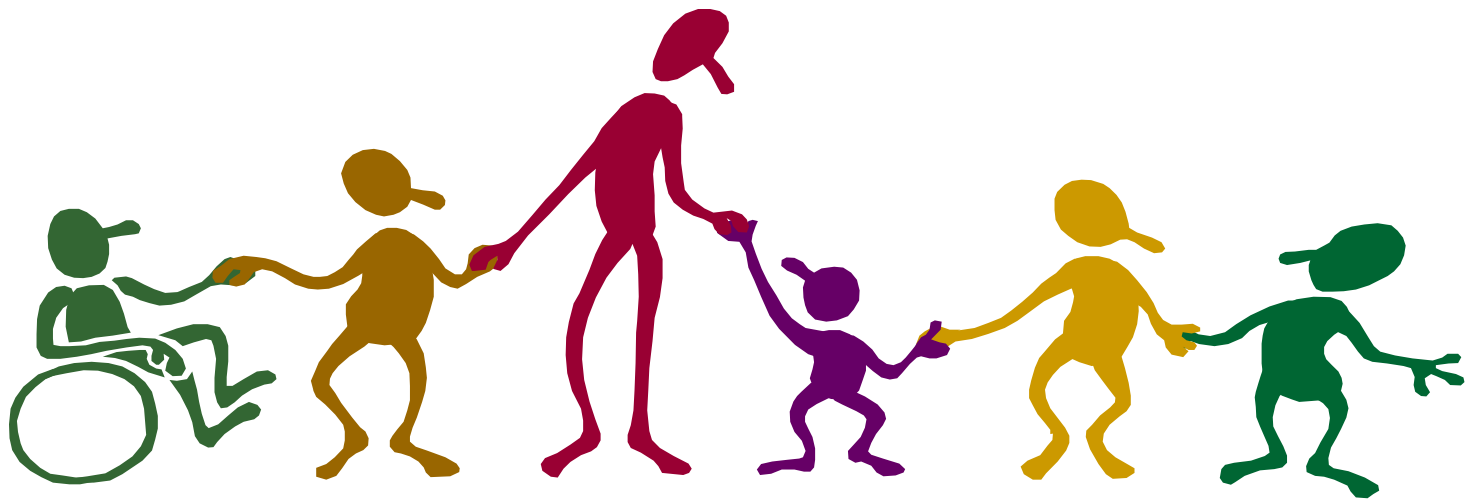
AUCD Strategic Map

Strengthen the network, engage the public, and expand our impact to improve the quality of life for people with disabilities and their families.

Enhance network visibility and impact	Broaden network impact on policy and practice	Expand and strengthen network engagement and collaboration	Increase diverse and sustainable funding	Champion and model diversity, equity, and inclusion

- Underlying Strategies or objectives:
  - Integrate cultural and linguistic competence across all activities
  - Increase engagement of people from underrepresented populations in leadership roles and all activities
  - Promote equity to address disparities in access, outcomes and quality