

AUCD-Incorporating the Equity, Diversity, and Incl (USAUCD0809A)

KATIE JOHNSON:

Hello everyone. Welcome to our workshop on incorporating the equity diversity and inclusion action plan into the UCEDD 5-year plan. We would like to thank you all for joining us today. Name is Katie Johnson anima program specialist with the UCEDD Resource Center.

Before we begin I just of a few logistical updates. We have captioning available for this meeting. If you would like to access that you can do so by clicking the CC button at the bottom of your screen. If you want to meet the captions larger or smaller you can do so by clicking the CC button again and select setting. A new Zoom feature allows you to move your caption wherever onto the screen and feel free to adjust as needed. We will be in breakout rooms for part of this event based on the breakout room selected during registration. We ask that if you participate in this breakouts that you use good language, you introduce yourself when you start speaking so everybody knows who is talking.

This meeting is being recorded and will be available a few days following this event alongside the transcript from the captioner. Without further ado please join me in welcoming Dan. Dan is a recently retired director for the Center for leadership at Georgia State. Doctor Clements served as the founding director in 2008 and was active in the use of network since 1985.

How to be a legacy of the center and of developing the next generation of leaders. Come promoting equity inclusion for everybody with disabilities and working diligently with systems and society to the develop practices that are rich... Of all peoples. Dan is one of the authors of the action plan and is also a coach as a part of our coaching initiative or he's been supporting network members and an action plan into their five-year plan. So welcome, Dan.

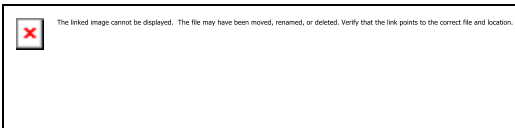
DAN CRIMMINS:

Thank you very much and I appreciate it. If we could go to the next light. This is what we have planned for today. Not sure how many people have read the DDM I action plan from cover to cover. I would certainly recommend that you take a look at it. We will then take a... Look at some considerations for how that might apply across the core functions. We will have about half of our time together will be spent in breakout sessions. Organized by core functions and in working with your CAC. And then we will come back for a wrap up and a shared perspective at the very end.

One of the things as we developed a plan and I want to give credit to my co-authors Laura Wood, Emily Graybill, Barbara Wheeler, and Tawara Goode this is an 18 month deep dive into where we stand as a network moving into an agenda for equity diversity and inclusion. One of the things that we acknowledge is calling for activities that related to unserved or underserved, diverse populations, cultural and linguistic competence, literally for decades.

Despite those calls and despite a lot of activity by network programs in these areas. We still have persistent disparities in access qualities and outcomes in virtually across all of our systems particularly with individuals with intellectual disabilities, underserved, ethnic, and racial groups.

This is as corny as I get. To build on the wisdom the great philosopher, Yoda, it is time to do or do not, there is no try. Collectively it is a call that we must do more as we been trying for a very long time and our success has not been sufficient.



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The action plan has 4 areas at the end that we try to organize our findings. In one we start with the messy area years that has 2 parts. We call crosscutting consideration and they include a commitment to the inclusion of those with intellectual disabilities and diverse backgrounds in our decision-making and recognition that everything we do is universal program with the commitments of serving as a bridge to the community from the University.

We then had sections that related to workforce diversity and I will say that some of those are probably familiar to anyone who has worked internally on organizations and has enhanced the diversity representation on the faculty and staff particularly in leadership roles. We have a section on commitment to competence and local and state impact that really did speak to our role in the University as being and having a commitment to advancing knowledge and scholarship in the area of equity diversity and inclusion as relates to people with intellectual disabilities.

Again, we said that in the introduction to the plan we did talk about the idea of the University program and looked at about 15 years worth of commitment by our funders working through our programs to move this agenda. So we wanted to acknowledge and recognize that there is a great deal of work that has been done but how can we make it more universal.

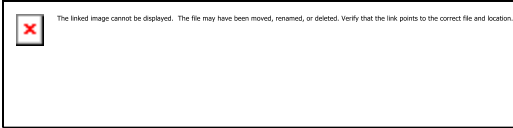
We did have these... We talked about the premise that as we consider the five-year plan, the statute is very clear, we need to engage RC BAC, RCS ease, our commitment, and in the statute it's called the consumer advisory committee. The horses called the community advisory committee. Then I know different programs use different names, but according to the statute they are representative of the state they are representative of their family members. And intended to represent the racial and geographical diversity of the state for the University.

So the development of the plan in that sense is supposed to be the development of the five-year plan representative of those groups. The 2nd thing that we ran into is many individuals with disabilities and their families was somewhat peripheral the core elements of the planning and the development of activities related to the five-year plan. And how could we double down essentially on increasing people's meaningful roles on those areas.

1/3 element is in the importance of working in partnership with other programs using the DD councils as an example. Because many of them have an explicit requirements to engage and to address diversity and inclusion in their five-year plans.

Finally, the plan recognizes action requires investment in both time and resources and that investment in time and resources in all likely there has to be an acknowledgment that there has to be a fiscal commitment to these kinds of activities.

I am happy if anyone has questions as we go along. If we want to put them in the chat as we start. And I might ask is for one of the a UCD folks to access and monitor the chat just in case as we keep going. Today we build this webinar as an invitation to consider the five-year plan and incorporating this into the five-year plan. We organize today around breakout groups that included the 4 core functions and an engagement of the CSC. And this is a point where as we get started I want to acknowledge that what we had planned to talk about today and we do plan to talk about today is the outward facing components of the plan. Those parts of the plant that



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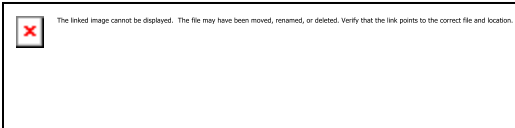
relate to the core functions and relate to the impact that the program might have on your state. And that there are a number of suggestions that relate to the ED and I action plan that are more focused on the internal organization of your you said and university and those activities that relate to I will say recruitment, retention, promotion of staff and faculty, that relate to surveys or assessments of cultural competence and organizational effectiveness. The kind of effectiveness that could be made and antiracism that many programs have taken the last year and 1/2. The those concerning the inward facing aspects for EDI recommendations and frankly want to talk about them today I did say that if that is something that interest you we can make a request of the AUCD to potentially organize on how you incorporate the EDI plan on the organizational capacities of your 5 year plan.

For those of you who may be unaware and I'm going to guess that is relatively few on this phone call. That this is the topic of the webinar driven in part by this accidental timing that there are 42 of the 67 use SIDS that will apply submitting a new five-year plan on a grant cycle that start on July 1 of 2022. The other I think impetus potentially for some of you participation for announcement that went out for the historical deadline which is usually sometime in the new year could potentially be moved up as early as or as late as December 1. So there is a real sense of eminence... We have got to get things going here. So I wanted to touch on I have 4 slides here on the 4 core functions to talk about where some places that you might be put in specific language in regard to equity, diversity, and inclusion in your 5 year plan. Most of the five-year plans organized by core function but not all. So others use different kinds of organizations used of the different you said to extort Clay. But I think will come back to doing it some of our organizing around under into the scenario services and training. The low hanging fruit and the obvious area that we are including trainees from racial ethnic disability and identities. And numeric targets and hitting those numeric targets. Do you have specific competency and content that relates to equity diversity and inclusion or community participants and presenters with these identities. And these are just a few of the potential areas among the more obvious.

Under community services and the boards and model demonstrations with this core function ends up having a couple of different names but again who are the participants in our trainings that we are provided to programs, do they represent diverse, racial, and diverse identities. To be demonstrate culturally adaptive approaches based on different populations and we have populations with specific services and supports based on identified needs. I've had the chance to talk talk to several of the programs I have had the chance to review several of the people's five-year plans including needs section and one of the things have advice folks to do is to take a careful look at the needs section and I think most programs do provide some kind of breakdown about areas in which there might be program or populations that have been unserved or underserved either because of race, ethnicity, geography, ability, status.

Those are included in our needs section but then are we sure that we then, inside of our plan for community services talk about specific activities where we are reaching underserved groups or bringing in underserved groups and technical systems and activities.

Does or do our activities, are they driven by the need that we have stated in our plans. The core function of research and evaluation is I've borrowed this phrasing that equity diversity and inclusion we have equitable systems and people being included we should have a reduction in disparity. Not that having this driven in part what is the opposite of equity is potential disparity



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and how would we categorize disparity potentially in access or inequality of services or the outcome of that service. And then we have the ongoing literature that documents this. I think it is important for us to continue to contribute to the academic literature. I think it's important for us to contribute to that literature how we solve or address these issues or approach this to services supports and interventions. Ongoing challenge for many programs is how do we engage individuals in the search process. I think there's a fair level of attention to that now but I do think it continues to be an area with meaningful engagement is sometimes difficult to accomplish.

Again... Sorry this is a repeat side. Information dissemination and we tend to be familiar with the importance of accessible formats and plain language summaries and getting information of people using nontraditional channels. It is hard to do some of these things. Many of us have talked about digital divide in the last several years and some of the information sharing that we have done around COVID really heightened how are some groups of people going to get information and it was not from an email blast or text messaging it was going to be flyers distributed through faith community and again some different kinds of ways that information gets to people so they can actually use it.

So that was my quick overview and trying to launch us. But what we were wanting to do is to go into breakout groups. We have a choice of 5 breakout groups. You are asked to select one ahead of time and Katie you could come on for a 2nd and see if people want to step out of the room with it can be reassigned if it ends up they are not where they want to be. And I'm asking you to answer 3 questions and we will have a facilitator in each group to be a timekeeper. We have about 40 minutes. Roughly, I'm gonna say 15 minutes for the first item and then 5 or 10 for the 2nd 5 or 10 for the 3rd to write something up. The first question being what do you feel, what is one example that you are you said is doing in which you are doing well. In its commitment to ED NI. In the core function area. It could be that your colleagues in your breakout group will be able to say that yes that is something they may do also. The 2nd question then is it bit more reflection of what is the potential new area for your 5 year plan that reflects a commitment to you DNI inside of that core function and the 3rd would be could you stated as a smart goal and again with a specific measurable attainable relevant timeline.

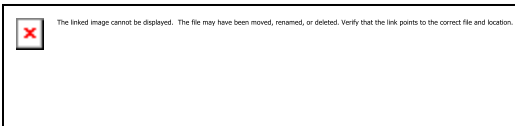
You may not be able to get all of those done but if we could get one or 2 examples of highlights of activities by core function and one or 2 examples of smart goals from each of the breakout groups understanding that there are 5 of them and that with the 10 examples were going to try to wrap up this section at the end with about 20 minutes. So it will have to be sort of on the brief side but we would ask for you to be prepared to share that.

With that I will take a deep breath. Katie has restated the questions in the chat because we will lose these fights. She provided a copy of the PowerPoint slides also in the chat. A link to the PowerPoint slides and unless I see questions I will then ask Katie to assign us to rooms.

KATIE JOHNSON:
Thank you Dan.

DAN CRIMMINS:

Thank you Marsha. Marsha gave the vote for the inward facing.



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KATIE JOHNSON:

Thank you Marsha. I'm going to put you all in some rooms. There were a few people, 2 or 3 I was not able to find. So please stay in the plenary and I will put you in quickly. If you're in the wrong room and I messed it up please go back to the main room, I will be there and I will get you to where you need to go. So I'm opening the rooms now. Thank you so much.

DAN CRIMMINS:

I may have the floor. This is Dan and I'm seeing many faces that I had... I guess 6 people in the breakout session I was in and we had the community services. Why don't I invite which ever of my colleagues that was facilitating the group on interdisciplinary training to give us either a brief synopsis under invite someone from your group to give a couple of highlights. As I said we really will only have about maybe 3 or 4 minutes per group for this. Who am I inviting?

JENEAN CASTILLO:

Hi it's Jenean. Hello everybody I'm Jenean on the planning program director of the UCEDD program at the Westchester Institute for Human Development in Westchester County New York. From our interdisciplinary training Angela actually has... She had some information to share in cultural brokering that we thought the rest of the group would benefit from. Now turn it over to Angela.

SPEAKER:

Thank you.

ANGELA WEST (w/ Voice Interpreter):

Thank you. I have a speech impairment so Daniel will help interpret.

Our UCEDD is in Richmond Virginia at VCU.

I work in particular at the center for family involvement.

Which is under the partnership for people with disabilities. We have developed cultural brokerage.

It is a cultural broker initiative and Angela please repeat that.

I am one of the cultural brokers that we have.

We have about 5 different cultural brokers from different communities.

For example, we have the Asian community, Latinx, African-American, and refugees.

Their job is to connect with families to offer resources and supports.

And we also offer family to family emotional support.

So we have other staff that are working on family support.

We try and teach other staff members how to be culturally humble and aware of their biases.

We always bring cultural brokers... I'm sorry Angela.

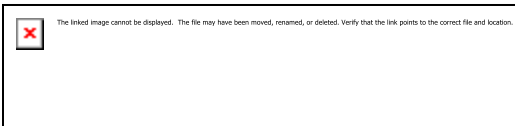
And we try to encourage all staff to work with different families.

And we are trying to not have this staff run to individual brokers and try to build that relationship.

Thank you.

DAN CRIMMINS:

Thank you Angela and thank you for that report had to be see you and your work on this and Katie just put a note in the chat on a case study with regard to this. How about if I invite whoever was facilitating our research and evaluation group to do a report out.



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SARAH DEMAIO:

That would be me and I will keep it brief. We had a great conversation with Kentucky and the USC, and you said New Mexico., Temple and Georgia and UTA. Some of the themes we talked about were how do use staff as research teams across like either across teams, do you plan to build competencies within each team. Each DI in Kentucky was talking about a research assistant that is dedicated to this to support this across teams and that was something we like to bid. We also talked about language and communication access and needing to go beyond translation and being intentional about how you implement language application from start to finish. You cannot translate something and send it out without an accompanying language support or communications of engagement in an ongoing way. We talked about the need to incorporate EDM I not just throughout the project cycle or research project cycle but also across projects and avoid going into that this is the project for equity, diversity, and inclusion to partner with that community but really thinking intentionally about moving people of all across community groups and across projects. So to broaden the outreach and that brought us to a conversation about relationships. I had a great quote I wrote down. Grant timelines to not lean up with relationship timelines. You need to have your relationship timelines prioritized to build those relationships before, during, and after each individual project and with the relationships guide what projects to engage in and we had some great examples from all of their group members about that. A really lively discussion, thanks.

DAN CRIMMINS:

Thank you and thank you for sharing that. What we will find as it overlaps with the first reporting out across series. We had overlap certainly with that sentiment in our group to an all go to dissemination information recount.

SPEAKER:

I am friend and on with the USC you said and I am right the members of our breakout to join in and add anything they would like to. So we had discussion on a number of topics.

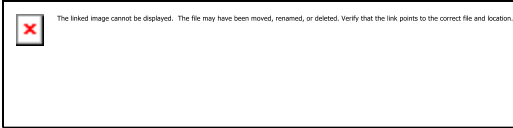
The first one really being how we were sort of putting our applications together and whether we would breaking it out by core function or we were looking at the nearest category. And they seem to be some variation in our group. And we would throw that issue open to the entire group. We would also had some discussion about how and if demographic data was being collected on community education offerings and what was the best way to do that. And then we did actually get into the beginnings of a smart goal where we were really looking at having a goal of developing a dissemination plan that recognizes the disability and cultural specific needs and preferences of our community. And that was about as far as we got in putting together the goal. But it was a good start. Anyone else from the group and to add?

KIMBERLY MILLS:

I will... Kimberly with the Virgin Islands UCEDD. We also just had some great discussion about how cutting-edge and timely the general importance of this topic and just making sure that our community and not just the CAC but the larger community at large in the execution of this plan that we hope. It's important as far as advocacy and validating people lives for people to know this plan exist and that their lives are being prioritized.

DAN CRIMMINS:

Thank you Kimberly. I just got a message on the site. As someone with the group on community



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services and I've learned that there are 2 groups. Would someone march her you had a smart goal at the end. But I think I think there was some nice between Cindy and Olivia but all of the contributions about partnering with community organizations.

SPEAKER:

I'm happy to start and I was taking notes when we talked and I think that Fred mothers and talked about around community engagement. How do we engage the communities or the process about that was a big part of the discussion at my college really spoke to that eloquently. I was dovetailing with the group and how do we actually manifest this in our proposals this idea balancing between a specific smart goal which is suggested which would be to continue to increase our ability and to increase the number of children and youth and young adults served who are Spanish-speaking to our clinics. So that's one side of a very specific smart goal. In the other side was an idea of creating more open ended goals over the course of five-year planning where we do not have as much concrete infrastructure already billed for community engagement.

So how to propose that balance with clear structure, concrete goals, with some space for some openness to engage in ways that allow communities to give us input about the ways in which we might craft goals. So now I will open it to the rest of my colleagues.

DAN CRIMMINS:

If there's no embellishment... Olivia did you come on mic? Now, OK. There was another community service group, did you have anything to add to that?

OLIVIA RAYNOR:

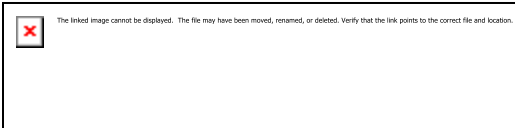
The only thing I would add to that is we had a wonderful discussion about engagement with community-based organizations. This is not a specific goal and Cindy did a great job in describing this and their work. But the fact that partnering really means being helpful and recognizing the differences between the ways that universities do businesses and the ways that community organizations do business. So if you're approaching a new community and that was the context for the conversation they have to take consideration of how but the language in the values may not align with notions such as person centered planning or quality of life in the way that we define it under the DD act and most importantly the pacing and the timing and the measurement and the things we hold near and dear to her heart may bit different as you partner with community organizations. So we talked both about supporting the increase in individual served and also what it means in the bigger department with entities that can already reach the populations we want to reach.

DAN CRIMMINS:

Thank you and that was one of the reasons that the quote from Sarah's group on grant timelines do not line up with relationship guidelines I think a resonate theme for us too. I think there are 2 more groups. One was facilitated by Timotheus on research and evaluation?

TIMOTHEUS GORDON:

Hello everyone. I was the facilitator for dissemination and information and research breakout group. And for the colleagues who were part of the conversation was a great conversation. Pretty much on how can we incorporate ED&I into our individual five-year plan in this. So if anybody would like to chime in from my group, go for it. We... For my own summary we



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summed up on addressing the population but also the social climate and political climate of our respective areas. Because those things could determine how to not only connect with the people you want to connect with but also how can we bring them into our services and groups and also incorporating our efforts into a plan.

DAN CRIMMINS:

Thank you. Jamie, you have the group that looked at CAC engagement?

JAMIE KOENIG:

Hello everyone my name is Jamie and I work with the AUCD and if anybody wants to chime in and give the report out and said, feel free to. Otherwise our conversation was largely centered around how to truly engage with the CIC in this process rather than just doing the requisite 4 meetings a year so there's a lot of conversation about how to use the CAC as a resource whether taking ideas to them and talking specifically with those ideas through them are brainstorming more from scratch to develop more ideas and get them involved in projects that were happening in the center both with targeted projects and broader more organizational products.

Moving forward there were goals to go back to the basics of connecting with each other post COVID and making sure to build those relationships. Also a lot of discussion about diversifying membership to better meet state needs so to make sure this diversity of geography, the disability and including not only family members and individuals with disabilities but also community partners.

DAN CRIMMINS:

Thank you and I will thank everyone.

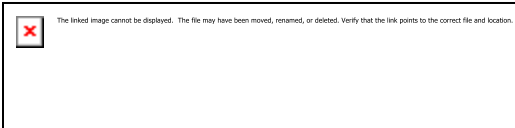
JEANETTE CORDOVA:

Jamie I just had a couple of points. Dan this is Jeanette. I went back with Maddie to look at our notes to see if there is anything with the community group that we were part of had mentioned anything and one of the things we had talked about was the relationship that needs to be reciprocal and that we should include compensation for distribution of resources through a portal for old. Partnership with the community organization. I think what came out of that was we have to compensate them a little bit in some way shape and form for the time even if it is something as easily as providing food. And this is my added point, of providing food or childcare. Bringing them into talk and have not dialogue so it's not a burden on those individuals that you are trying to engage. That was the only thing that we thought to need.

DAN CRIMMINS:

Thank you for sharing out. Jamie if you could find that last slide and Katie put in a request in the chat box with a link to a survey on the overall evaluation of the webinar. And I wanted to thank you all for being here. This is a topic and it commitment that I think that we are critical and we all pay attention to and prioritize.

I think the breakup group, facilitators for moving things along and all of you for making your contributions and again this appeal that we must do more, trying is not enough, and one little caution at the end is that this ownership goes beyond charismatic leaders, it goes beyond workgroups and taskforces internally. It goes beyond any one person who is designated to be



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the champion. It is critical that everyone speak out on these issues not just a person that Mayfield may have experienced some level of disenfranchisement or marginalization because of their identity amongst all of those and in order to do that must be woven into the fabric of the organization.

With that I will go back to my opening cautionary note is that we had talked about today was organizing this with regard to the core function. But I do think that there are critical elements of the ED and I action plan that will be reflected more in our organization capacity statements than our five-year plan does. So, if that is of interest then I think the group from the URC and the AU CD have been very committed to being responsive to folks technical assistance and needs and need for information. With that, I will thank you for your attention and handed back to you, Katie.

KATIE JOHNSON:

Thank you so much Dan, we really appreciate your time and I'm gonna throw one last thing in the chat box. If you want to continue this for coaching initiative it will be coaching for the rest of the month. Some just posting a link and then I just got a message about our quarter meeting tomorrow. I do want to share about that.

RODNEY SAMACO:

Hello everybody I'm Rodney and I will be the next chair of the Council on gender evaluation and I think Katie, she still here from Temple University will be joining us as well as the new secretary and Vanessa from Alaska. I'm putting in a plug for our Council meeting tomorrow which is our quarterly meeting. And the discussion can be continued there. We have is slated at 2:15 PM Eastern a discussion on the you said 5 year proposal an opportunity for collaboration and the same exact questions regarding brainstorming opportunities from you said collaborations polluting other partners including IDR C and those topics and even more will be discussed at our meeting so please do, if you have time. Thank you.

KATIE JOHNSON:

Thank you Rodney and thank you everybody for attending. Please again fill out our evaluation. Stay safe, be well, and have a nice weekend. Or day or morning wherever you are. Goodbye everybody.