Taking the Lead: Driving Change in Diversity, Equity, and Inclusion

Sunday, November 15, 2015 9:00 AM - 11:30 AM

Roundtable Notes

In this driving change session, a panel of presenters highlighted select efforts across the network that are successful in increasing diversity, inclusion, and cultural and linguistic competence. Presenters discussed efforts engaging urban disenfranchised youth with disabilities through community-based organizations; responding to cultural considerations of immigrant communities in outreach, partnership, product development, and service delivery; diversifying faculty & trainees; and lessons learned from developing the AUCD Diversity & Inclusion Toolkit. Participants then had an opportunity to gather at roundtables to discuss and develop plans for implementation in their own work. The roundtable discussion topics and takeaways shared by participants are listed below.

1. How does, or could, your organization implement best practices in translating materials in a culturally appropriate manner? If your organization does not do this, how might it start to do so? How does, or could, your organization enlist experts to help structure culturally and linguistically competent approaches in all quality review processes?
   - Allocate resources and personnel to identify groups of individuals that have limited access to current materials based on language/modality
     - Allocate resources to partnerships that will result in culturally appropriate materials, using toolkit and other resources as guide (see email after session)
   - Private health plans = billing codes for interpreting/translating? Or state level legislative action mandating the health plan covering cost (not provider)

2. How does, or could, your organization create and utilize funding sources to support diversity, inclusion, and cultural and linguistic competence efforts?
   - Reallocating budgets
     - Cultural brokers on payroll via attrition i.e. faculty vacancy
   - Recognizing value via self-assessment
     - Objectively determining need/priority
   - Community advisory council and to review all grants (providers, community orgs, elders, etc.)
• Pull resources with other community orgs.
• Create community partnerships
• Train individuals from the community to become community cultural partners

3. How does, or could, your organization intentionally recruit people from diverse backgrounds to give feedback related to an event, meeting, or collaboration? How are, or how could, continuous improvements based on feedback be implemented?
   • Purposeful recruitment of diverse LEND fellows
     o Set goals related to target percentage
     o Standalone programs targeting emerging leaders (ETLP, FL)
   • Strategic hiring of UCEDD/LEND staff that represent varying disability populations, including DD
   • Setting aside funds/resources in each project for diversity activities (i.e. media, outreach, liaisons, etc.)
   • “Hire” community experts for targeted project work. Start with stipends.
   • Targeted discussion with leadership (AUCD/LEND/UCEDD) about the lack of diversity – improving reflexivity and recognition of personal bias and beliefs that are keeping us stagnant

4. Which programs have integrated former refugees, immigrants, and/or other underrepresented groups in LENDs/UCEDDs? In what capacity? As trainees, advisory council, families as teachers, faculty/staff, guest presenters, children and families, etc.?
   • Create a national resource for materials in various languages to create better language access
   • Start with looking at inclusion in childcare and preschool

5. What recruitment plans do programs have to diversify the LENDs/UCEDDs?
   • UCEDDs and LENDs have (or should have) a recruitment strategy – CORE and grant directed
   • Recruitment should have motivation (financial, educational) i.e. CEU’s for attendees
   • Strategy → Bottom up, not top down
   • Assess DEEPLY and critically, “Does your organization want diversity?” Do critical evaluation
   • Articulate your values of diversity
   • Hire people that aren’t like you → diversity in character, personality, etc.
   • Start talking with undergraduates from diverse backgrounds to help address “pipeline issues”
• Reach out to colleges/universities whose students are mainly from diverse/minority backgrounds

• WE NEED A NETWORK STRATEGY AND GOALS in increasing a diverse workplace across UCEDDs and LENDs.

6. How does, or could, your organization identify leadership development and continuing education opportunities that cultivate skills in diversity, inclusion, and cultural and linguistic competence

• Diversity and inclusion achieved/is a work in progress!
• Goals achieved through:
  o Technology/ Distance learning
  o Initiatives
  o Reaching out to undergrads
  o Use of self-advocates
  o Continual Process
• Connecting with students
  o Develop leadership programs, ex. ETLP
  o University (Multicultural Office, ODS, relevant majors/courses)
  o community college
  o high school
• Systems level change for faculty
• Being able to say “I don't know” and seeking to learn (as trainers)
• Recruitment AND retention efforts (mentorship), recruitment without tokenism
• Appropriate, relatable terminology
• Professional development and peer support

7. If your organization has a strategic plan for priorities of diversity, inclusion, and cultural and linguistic competency, how would you implement a review of it to address challenging priorities or update the strategic plan in a collaborative, open, inviting manner with internal and external partners? If your organization does not have a strategic plan for priorities of diversity, inclusion, and cultural and linguistic competency, how would you develop one?

• Having a strategic plan leads to intentionality
• Engage the Centers for Independent Living in the conversation
• Develop genuine community relationships
• Direct resources towards these efforts ⇒ Also leads to intentionality
• Incorporate cultural and linguistic competence related activities into employee evaluations
• TA for developing strategic plan for UCEDD and LEND

8. Diversity, Equity, and Inclusion: How do I move from conversation to action?
  • Community advisory board
  • Money from state partners.
  • Tribal IRB trust building
  • Respecting voices
  • One size doesn’t fit all (i.e. Western approaches)
  • Cultural assimilation
  • Training on public testimony
  • Double standards
  • Moving forward with services (common road map)
    o Preparatory awareness, cultural/linguistic, specific to community
    o Listen, learn from stakeholders’ needs
    o Build trust – partners without hierarchy
    o Empower with tools
      1. Connect access and utilization
      2. Attain rights
      3. Choice to act and be the change

9. How does, or could, your organization conduct culturally responsive research?
  • Increase the number of people with disabilities/underserved communities as leaders in initiatives and research efforts to help shape, focus methodology, etc.

10. What organizations or individuals could you connect with in your community to diversify your partnerships and collaborators?
  • Building stronger community connections for populations in the most need/most underserved, increase interpretation services
  • Working with tribal review in addition to IRB review
  • Using cultural brokers at churches to speak to and educate parents who have children with disabilities
  • Refugee Resettlement Program
  • Association of Africans Living in Vermont
  • Finding and inviting community members to table conversations and planning who are impacted by policy in need of change
  • Identify better methods of sharing resources developed by universities. Need to identify optimal dissemination channels.