

UCEDD Leadership: Pay it Forward

2014 TA Institute – Facilitated Session Notes

Thursday, March 20, 2014: 3:15-4:30 PM

Creating Quality, Culturally and Linguistically Competent Materials

- Leslie Cohen, UCEDD Director, Sonoran UCEDD, Arizona
- Tawara Goode, Associate UCEDD Director, Center for Child and Human Development, District of Columbia

A survey of attendees' interests revealed a broad array of needs with regard to cultural competence, beyond the scope of the session. As such, the focus of discussions was extended beyond the creation of high quality, culturally and linguistically competent materials.

Additional needs identified among the group included: overcoming attitudinal barriers in the workplace, increasing engagement within our diverse communities, and promoting pipeline strategies for recruitment and retention of diverse trainees and staff.

When developing materials to promote community engagement, one should ask:

1. Who do you want to reach?
 - Have people that can develop the materials with target audience in mind.
 - Breakdown and define audience (self-advocate, male, female, etc)
2. What are they interested in?
 - Make sure your materials draw from their worldview and experiences so as to have real meaning.
 - Images and videos of people telling their story

When engaging UCEDD staff re: cultural competence – a shared experience, framework and values need to be developed. Define cultural competence for your Center. Revisit existing values. Integrate cultural competence into core functions and the work of the UCEDD. This process of self-assessment is ongoing and dynamic, but needs to be intentional and formalized. UCEDDs in Rhode Island and Kentucky, for example, have undergone an initial, formal self-assessment and continue to work toward a shared vision.

➤ Questions to ask:

- How do we look as a staff in terms of our own diversity?
- What is our shared understanding of culture and what it means to be culturally competent?
 - Note: culture is different from race and ethnicity
- Are all stakeholders affiliated with our center "at the table" to participate in this process, including the "naysayers"? (give a personal invite to the "naysayers")
- How do we move towards increasing engagement in the communities we serve?

Realize that systems change in this area takes time, effective leadership, and the ability to tolerate being uncomfortable. It also required that people be supported in this process.

At our centers, realize that cultural competence is not one person's job or responsibility.

What supports do people need to raise cultural competence as an internalized value in the workplace?

- Additional knowledge?
- Administrative support?
- Collaboration with partners?
- Individuals that bridge or broker new relationships?
 - Utilize existing connections and be mindful of how your Center is introduced to a community
 - Don't assume because you share racial identity that you will connect with a group. Have to prove worthy of trust and respect.
 - Develop ties with others within the university and community to aide in outreach
 - Don't expect things to happen immediately

Follow-up/ Resources to share:

- National Center for Cultural Competence via Georgetown UCEDD
- Case study re: people who are not at the table (Tawara)
- Resources to develop cultural competence within staff/Center
- Cultural & Linguistic Competence Assessment Tools
- Minnesota's selfadvocacy.org website - great resources and material samples
- Westchester has done things on healthcare
- Kentucky – family and self-advocate reports
- National Gateway to Self-Determination - research briefs and summaries provide example of not only developing materials but how self-advocates can share it.
- Resources on cultural brokering
- The enhanced National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care.
 - *Join the conversation with public health department on how you can infuse these standards into your framework*