

# WELCOME



## 2016 UCEDD TA INSTITUTE

### Enriching Cultural Efforts:

### What's in Your Toolbox?

## March 3, 2016

# What's in your packet?

## 2016 TA Institute Planning Committee

- Bob Bacon (Iowa)
- Carol Curtin (Massachusetts)
- Yegin Habtes (Virgin Islands)
- Floyd Masga (Commonwealth of the Northern Mariana Islands)
- Sharon Milberger (Michigan)
- Ilka Riddle (Ohio)
- Tafaimamao Tua-Tupuola (American Samoa)

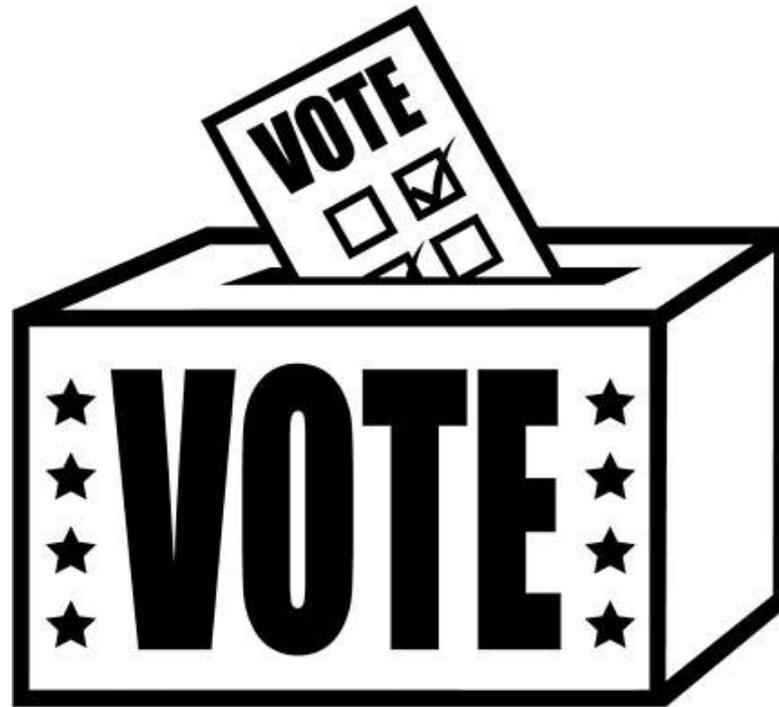
# Meeting Objectives

1. Learn how best to utilize the Diversity & Inclusion Toolkit as a resource.
2. Engage in facilitated dialogue to identify strategies for attaining goals related to diversity, inclusion, and cultural and linguistic competence.
3. Strengthen existing relationships with peers and forge new action-oriented network partnerships.

# Agenda Overview

- The themes and objectives of the Toolkit
  - used to organize the agenda
  - will guide the facilitated breakout sessions
- General sessions
- The facilitated breakout sessions
  - dive deep into each of the Toolkit’s 14 objectives through safe dialogue.
  - 45 minute sessions. Repeat.
  - “Create you Own” breakout sessions.

## “Create your own” breakout sessions



## Using the Diversity & Inclusion Toolkit to Impact Network Goals

- Pamela O'Brien, AIDD
- Dawn Rudolph, AUCD
- Carol Salas Pagán, Puerto Rico UCEDD

**AUCD**  
**DIVERSITY & INCLUSION**  
TOOLKIT



[www.ImplementDiversity.tools](http://www.ImplementDiversity.tools)

# Herramientas para la Diversidad e Inclusión

## Diversity and Inclusion Toolkit

Dr. Carol Salas Pagán

Institute on Developmental Disabilities PR-UCEDD



**UPR**  
Universidad de Puerto Rico



 **AUCD**  
ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES  
RESEARCH. EDUCATION. SERVICE

# El Español en Cifras

EL ESPAÑOL:  
UNA LENGUA VIVA  
Informe 2015  
Instituto Cervantes, España

- En 2015, casi 470 millones de personas tienen el español como lengua materna. A su vez, el grupo de usuarios potenciales de español en el mundo alcanza casi los 559 millones.
- El español es la segunda lengua materna del mundo por número de hablantes, tras el chino mandarín.
- Por razones demográficas, el porcentaje de población mundial que habla español como lengua nativa está aumentando, mientras la proporción de hablantes de chino e inglés descende.
- En 2015, el 6.7 % de la población mundial es hispanohablante, porcentaje que destaca por encima del correspondiente al ruso (2.2 %), al francés (1.1 %) y al alemán (1.1 %).
- Las previsiones estiman que en 2030 los hispanohablantes serán el 7.5 % de la población mundial.
- A su vez, dichas previsiones también pronostican que, dentro de tres o cuatro generaciones, el 10 % de la población mundial se entenderá en español.
- Más de 21 millones de alumnos estudian español como lengua extranjera.

How many  
Hispanics are  
in the US?



# HISPANIC ROOTS

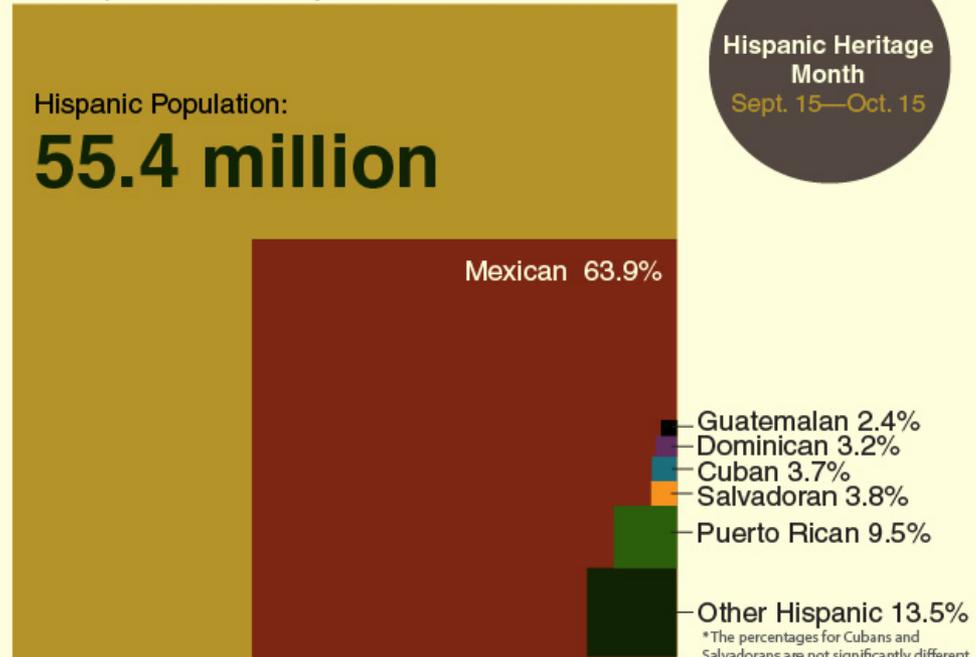
Breakdown of U.S. Hispanic population, by specific origin: 2014

U.S. Population as of July 1, 2014: **318.9 million**

Hispanic Population:

**55.4 million**

Hispanic Heritage  
Month  
Sept. 15—Oct. 15



\*The percentages for Cubans and Salvadorans are not significantly different.

United States  
**Census**  
Bureau

U.S. Department of Commerce  
Economics and Statistics Administration  
U.S. CENSUS BUREAU  
[census.gov](http://census.gov)

Source: 2014 Population Estimates  
<[www.census.gov/popest/](http://www.census.gov/popest/)> and  
2014 American Community Survey  
<[www.census.gov/acs/](http://www.census.gov/acs/)>

## What percent of Americans speak Spanish?

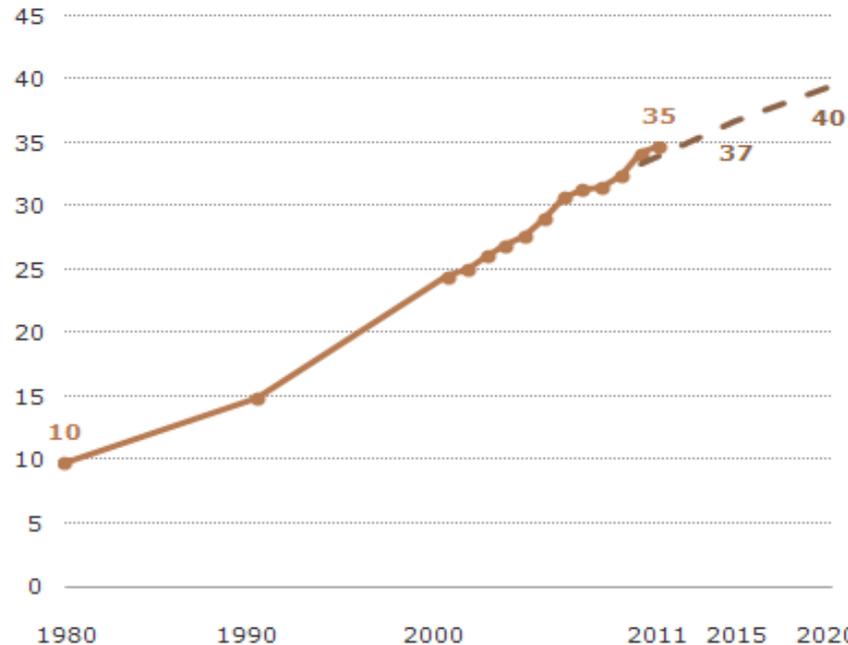
- With more than 37 million speakers, Spanish is by far the most spoken non-English language in the U.S. today among people ages 5 and older.
- It is also one of the fastest-growing, with the number of speakers up 233% since 1980, when there were 11 million Spanish speakers.
- According to a 2011 paper by U.S. Census Bureau Demographers Jennifer Ortman and Hyon B. Shin, the number of Spanish speakers is projected to rise through 2020 to anywhere between 39 million and 43 million, depending on the assumption one makes about immigration.

What is the future of Spanish in the United States? by Mark Hugo Lopez and Ana Gonzalez-Barrera, September 5, 2013

# What is the future of Spanish in the United States?

## Number of Hispanic Spanish Speakers in the U.S., Actual and Projected, 1980-2020

(in millions among Hispanics ages 5 and older)



Notes: Projections for 2010 to 2020 indicated by broken line.

Source: For 1980 through 2011, Pew Research Center tabulations of census data and American Community Survey data; 2010 to 2020 projections based on U.S. Census Bureau's 2008 population projections as shown in Jennifer Ortman and Hyon B. Shin, "Language Projections: 2010 to 2020."

[http://www.census.gov/hhes/socdemo/language/data/acs/Ortman\\_Shin\\_ASA2011\\_paper.pdf](http://www.census.gov/hhes/socdemo/language/data/acs/Ortman_Shin_ASA2011_paper.pdf)

PEW RESEARCH CENTER

## Why Translate?

- The Internet is the tool that provides greater speed and access to information.
- Every day more and more people from all backgrounds and culture have access to the Internet , either through their computers , public libraries or mobile devices such as cell phones.

# Why Translate?

2015-2016

## AUCD STRATEGIC MAP

The Association of University Centers on Disabilities (AUCD) advances policies, practices, and research that improve the health, education, social, and economic well-being of people with disabilities, their families, and their communities through a national network of university-based centers in every state and territory. Working with and for people with disabilities, AUCD seeks to **strengthen our network, engage the public, and expand our impact** between now and the end of 2016.



[www.aucd.org](http://www.aucd.org)

## **Toolkit in Action/ National Training Initiative - UCEDD Diversity Fellowships**

- Daniel Crimmins, Georgia UCEDD
- Wendy Parent-Johnson, South Dakota UCEDD
- Paula Sotnik, Massachusetts UCEDD
- Derrick Willis, Missouri UCEDD



CENTER FOR  
LEADERSHIP IN  
DISABILITY

# *Diversity Fellowship in Georgia National Training Initiative*

*Daniel Crimmins, PhD  
March 3<sup>rd</sup>, 2016*

# Plans for the Fellowship

- Focus on the Latino community in metro Atlanta – which has the second fastest growing immigrant population in the country
- Spanish-speaking families are the largest group within this overall growth
- Goal is to develop a coalition of individuals and organizations committed to transform systems for long-term improved access for individuals with intellectual and developmental disabilities

# What Is Our Fellow Doing?

- Coalition building!
- Using *Leading by Convening* as framework
  - Community needs assessment
  - Information on Learn the Signs. Act Early.
  - Recruit and train *promotoras de la salud*
  - April campaign on autism awareness targeted to Spanish-speaking audiences
  - Resource guide

# Lessons Learned / Next Steps

- Great appreciation by families *and* professional for the chance to share perspectives on children and adults with I/DD and ASD
- Continue to identify potential partners
- Continue to pioneer “leading by convening”
- Increase accessibility of individual and family services, supports, and resources

# Story

Bren was able to reach out to Juliana Henao, a former/Community Health Worker in metro Atlanta with deep ties in the Hispanic/Latino community. In turn, Juliana demonstrated such an interest with our efforts that she immediately volunteered to assist us further. She is now preparing to assume her new role, and has identified two other mothers who have been serving their Spanish-speaking communities in similar roles to join.

# South Dakota NTI Project

Relationships

Opportunities for students

Benefit to community

Cultural relevance of  
disability services for Natives



# National Training Initiative

A Diversity Fellowship Committed to Change

## Key Factors

Tribal Elder/Mentor

Two Students

Service Learning

Reciprocal Experiences

Communication

Consistency

The National Training Initiative (NTI) provides opportunities for students to lead efforts to promote culturally responsive networks for individuals with disabilities in South Dakota and across the nation. Sinte Gleska University and the Developmental Disabilities (DD) network of South Dakota have partnered to provide opportunities for students to learn, share, and ultimately impact the systems that exist for individuals with disabilities in the state of South Dakota and across the nation.



NTI Fellows will:

- Serve as leaders for their local community
- Impact the cultural responsiveness of networks locally and across the nation
- Receive a stipend and paid travel expenses
- Learn about services, resources and training that will enhance their professional development in line with their chosen field of study
- Have the opportunity to present their work in Washington, DC

Through a student capstone project and fellowship, the local goals of the fellowship include:

- Identify, recruit and support a fellow from Sinte Gleska University
- Improve culturally responsive policies, procedures and practices within SD DD Network
- Increase access to policies, procedures and services offered by SD DD Network that may improve and benefit quality of life outcomes for community members of Mission, SD
- Increase the number of persons with disabilities from Mission, SD who benefit from AIDD supported programs



# Next Steps

- LEND students attending events at Sinte Gleska
- Participating in DD Network activities
- Developing and implementing Action Projects
- Advocating for and modifying “how we do business”
- Applying teachings to our own work (find the right fit, success stories)
- Capturing the richness of the experience
- Making provisions for on-going student fellows
- Building and expanding utilizing toolkit resources

# Impact on Center

Words

Presence

Participation

Connections

Genuineness



# The Institute for Community Inclusion (ICI/UCEDD), Boston Children's Hospital and the UMASS Boston

Toolkit in Action/ National Training Initiative - UCEDD Diversity Fellowships  
March 3, 2016

Administration for Community Living, Administration on Intellectual  
and Developmental Disabilities

UCEDD National Training Initiative Supplemental Grant

Developing Leadership and Growth Using Culturing Brokering  
Across our DD Network



# Focus on Culture Brokering (CB)

A cultural broker can be defined as a go-between, one who advocates on behalf of another individual or group

(Jezewski & Sotnik, 2001)

## Culture Brokering:

- used successfully to analyze the many variables of culture, facilitate understanding and forge relationships among individuals and organizations from different cultures
- a concrete strategy which enables us to examine many factors including disability, power, age and gender in order to develop successful interventions, practices and policies

**Our diversity fellow will focus on learning and applying a CB process, to develop leadership skills and build capacity to bridge gaps between disability services and diverse communities.**

# Meet Oanh Thi Thu Bui, ICI's Diversity Leadership Fellow



- advocate and culture broker for the Massachusetts Vietnamese community
- “a single mother navigating the US maze for appropriate service for her child with multi-disabilities”
- works at the Federation for Children with Special needs as the Health Educator and Outreach Specialist
- a FORD scholar, LEND Fellow and holds two Master Degrees in Health Administration/Public policy and Sustainable International Development
- serves as an advisory member of several initiatives including the MA DDS Statewide Family Support and Autism Now



# UMKC's Leadership in Diversity and Disability



Overall Goal:

“To broaden the participation of trainees from diverse cultural and linguistic backgrounds in areas related to disability by developing and sustaining a diversity and disability fellowship track within the Missouri UCEDD”

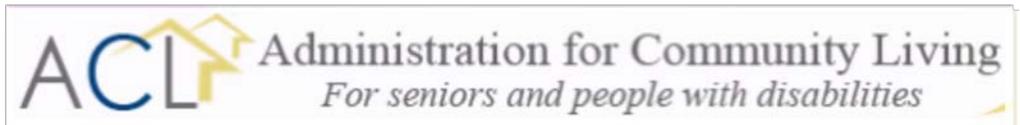


## Objectives:

- Provide training and mentoring throughout a year-long fellowship
- Provide training in Lifespan issues
- Provide support to fellows as they plan, implement and publish the results of a capstone project
- To exchange and transfer knowledge and lessons learned through national forums
- To sustain and grow the fellowship opportunities

# Commissioner's Address

- Aaron Bishop
  - Commissioner, Administration on Disabilities



## What's on your bucket list?

- Professional
- Personal
  
- Talk with someone new or newer
- Listen for prompt to switch partners

**TIME** *for* **LUNCH**



**Capital View  
Room –  
14<sup>th</sup> Floor**

# WELCOME



## 2016 UCEDD TA INSTITUTE

### Enriching Cultural Efforts:

### What's in Your Toolbox?

## March 4, 2016



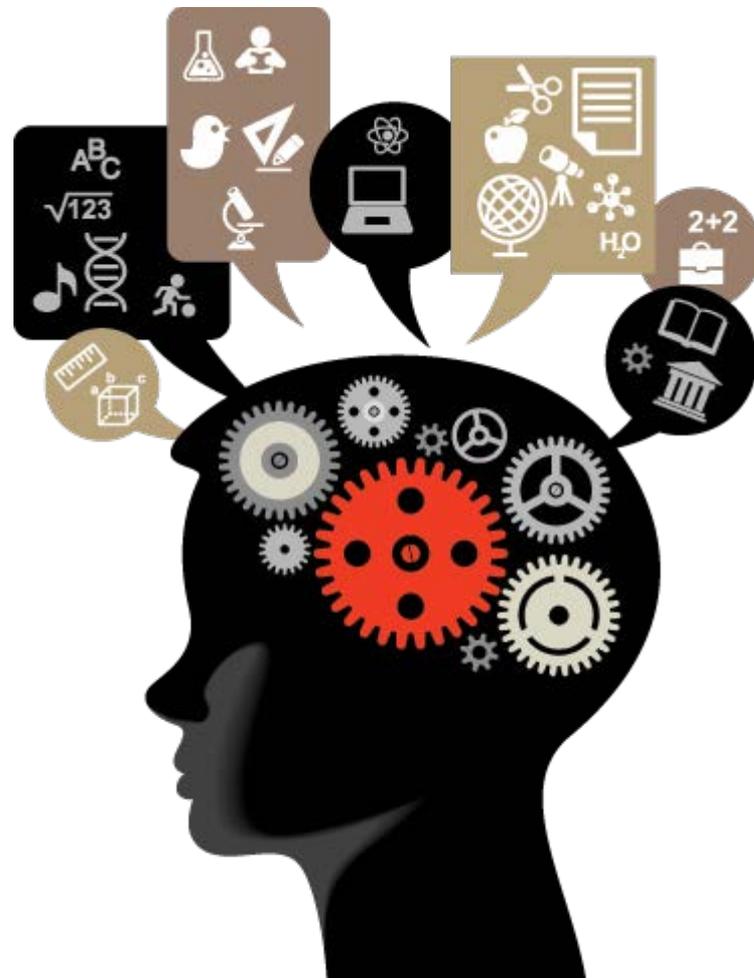
9:00-9:45	<b>BREAKOUT SESSION 4</b>		<b>“CREATE YOUR OWN” BREAKOUT SESSIONS</b>		
	Theme: Performance Measurement	Theme: Funding	Theme: Personnel & Trainees	Theme: Infrastructure	Theme: Personnel & Trainees
	<b>Establish guidance and measure progress toward diversity, inclusion, and cultural and linguistic competence.</b>	<b>Create and utilize funding sources to support diversity, inclusion, and cultural and linguistic competence efforts.</b>	<b>Establish mentorship programs to support professional development of staff, faculty, and trainees.</b>	<b>Create and promote a safe and inclusive environment in all settings (office, clinic, school, others).</b>	<b>Establish collaborative relationships and share resources across network.</b>
	Wendy Parent-Johnson   GEORGETOWN BALLROOM	Judith Holt   FRANCIS SCOTT KEY SALON B	Harolyn Belcher   FRANCIS SCOTT KEY SALON A	Derrick Willis   JEFFERSON	Paula Sotnik   WASHINGTON
9:45-9:50	Break (5 mins) - option to switch or continue dialogue		Break (5 mins)		

9:50-10:35	BREAKOUT SESSION 4 (REPEAT)	"CREATE YOUR OWN" BREAKOUT SESSIONS		
	See session 4 titles and room numbers above	Theme: Core Functions	Theme: Personnel & Trainees	Theme: Infrastructure
		<b>Conduct research that is responsive to needs of and engages with underserved communities.</b>	<b>Develop and nurture partnerships with organizations representing or affiliated with diverse communities.</b>	<b>Develop infrastructure that supports diversity, inclusion, and cultural &amp; linguistic competence; and builds capacity to address and reduce inequities and disparities.</b>
		Valerie Williams   FRANCIS SCOTT KEY SALON A	Derrick Willis   JEFFERSON	Suzanne Bronheim   WASHINGTON
10:35-10:50	Break (15 mins)			

<b>10:50-11:50</b>	<b>Discussion: Collaboration, Next Steps, Blueprint Tanisha Clarke, Jennifer Johnson, Dawn Rudolph   GEORGETOWN BALLROOM</b>
<b>11:50-12:00</b>	<b>Wrap up and Closing Tanisha Clarke   GEORGETOWN BALLROOM</b>
<b>12:00</b>	<b>Lunch on Your Own</b>

## Collaboration, Next Steps, Blueprint

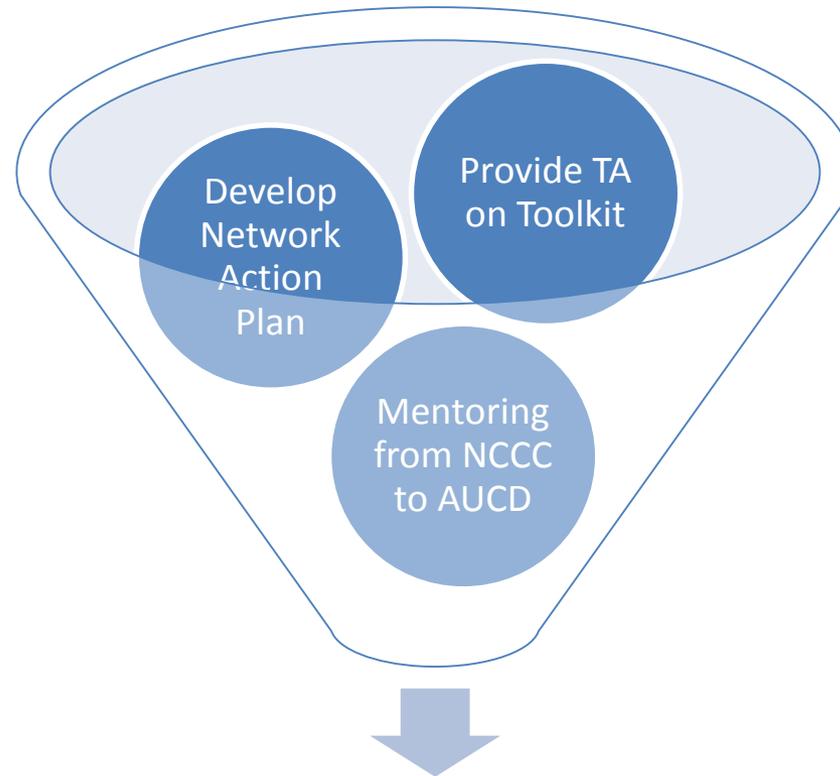
- Tanisha Clarke, AUCD
- Jennifer Johnson, AIDD
- Dawn Rudolph, AUCD



# Next Steps for AIDD, AOD, ACL

# Where do we go from here?

- AIDD
  - Internal
  - External
    - Grantees
    - Continued support of and commitment to Action Plan for UCEDD network
    - Collaboration with other federal agencies
- AOD – expanding efforts across ACL



Champion and Model Diversity, Equity, and Inclusion

- **Action plan:** a document that lists:
  - What steps must be taken for the network to achieve specific goals,
  - Clarifies resources needed to reach the goal,
  - Who will be responsible for carrying out changes,  
&
  - Formulates a timeline for specific tasks.
- AIDD, AUCD, MCC, Toolkit advisors are working together to develop approach (RFP)

# Action Plan Goals

1. Transform the DD and related service systems to address chronic inequities experienced by individuals with DD from underserved racial, ethnic, and linguistically diverse groups
2. Strengthen the nation's DD infrastructure and workforce to meet the needs of an increasingly diverse population.
3. Advance the health, safety, self-determination, productivity and self-sufficiency of all individuals with ID/DD across the lifespan.
4. Advance scientific knowledge and innovation to address chronic inequities.
5. Increase the efficiency, transparency and accountability of AIDD-funded programs

- Where do we go from here?
- How can we further support you?



# Wrap Up & Closing Remarks

**T H A N K**  
**Y O U**