

Here We Can All Be Leaders: An Overview of Three Leadership Academies

Tawara D. Goode
Georgetown University National Center for Cultural Competence
University Center for Excellence in Developmental Disabilities
Center for Child and Human Development
Georgetown University Medical Center

November 13, 2018





The *Leadership Institute for Cultural Diversity and Cultural and Linguistic Competence* is a collaborative, multifaceted initiative with a goal to increase the number and capacity of leaders to advance and sustain cultural and linguistic competence (CLC) and respond to the growing cultural diversity among people with intellectual and developmental disabilities (I/DD) in the United States, its territories, and tribal communities.

A Project of the Georgetown University National Center for Cultural Competence



Components of the Leadership Institute



Leadership Academy

Organizational Mentoring

Learning & Reflection Forums

Wisdom Council



Mentoring to Selected Organizations

Outcome 4. Up to **7** organizations concerned with IDD with enhanced capacity for CLC and diversity and which achieved stated goals (i.e., revisiting and changing policies, practice, behaviors, and attitudes).

Status: Five national organizations are receiving mentoring from project faculty.

- Association of University Centers on Disabilities
- Family Voices, National Office
- National Association of Councils on Developmental Disabilities
- National Disability Rights Network
- Self Advocates Becoming Empowered



Web-based Learning & Reflection Forums



Outcome 5. A new set of web-based resources focused on the unique challenges of leading CLC and diversity available to the I/DD network.

Status: Data from the Institute's website reveals that for the reporting period (3/1/18 thru 8/31/18 there were **11,270** unique page views and **15,307** overall page views demonstrating a significant increase in web traffic since the previous reporting period.

In addition, website analytics indicate that the Leadership Institute's website, including the Learning and Reflection Forum Series landing, registration, and archive pages have been viewed by people in:

- **48** states and the District of Columbia,
- **4** territories, Puerto Rico, U.S. Virgin Islands, Guam, American Samoa
- **40** regions in **26** countries

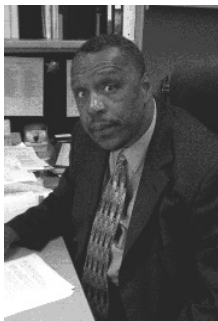
Countries Accessing the Leadership Institute Website

Australia	Mexico
Canada	Morocco
China	New Zealand
Croatia	Nigeria
Dubai	Pakistan
England	Philippines
France	South Africa
Germany	Spain
India	Switzerland
Ireland	Thailand
Israel	United Arab
Italy	Emirates
Malaysia	United Kingdom
	Viet Nam



Web-Based Learning & Reflection Forums

- ☑ Address relevant and challenging topics. Always
- ☑ Include the views, experiences, and voices of people with developmental and other disabilities.



Selected Themes and Topics

- Exploring Intersectionality and Multiple Cultural Identities within Developmental Disabilities
- Engaging Partners to Advance and Sustain Cultural and Linguistic Competence in the Current Climate
- What Organizations Can Do to Address the “isms”
- Leading in Communities with Deep Historical Wounds
- Getting Buy In and Implementing Cultural and Linguistic Competence Organizational Assessments
- Cultural Implications of Self-Advocacy
- Disability through a Cultural Lens



Learning and Reflection Forum Evaluation Results



Overall, participants found forum subject matter, information, and “lessons learned”:

- useful in their settings
- relevant to the work that they do
- highly relevant to their needs



Conduct Annual Leadership Academy

Five Cohorts



Venue	Faculty	Participants
<p>Santa Fe, New NM</p> <p>Registration Fee \$500.00</p> <p>30 scholarships have been awarded to people with IDD & families</p>	<p>Lead:</p> <p>Ellen Kagen</p> <p>Tawara Goode</p> <p>Vivian Jackson</p> <p>Shannon Crossbear</p> <p>Andy Arias</p> <p>Wendy Jones</p> <p>*Mat McCullough</p>	<p>159 participants</p> <p>- 5 slots allocated to Mentor Partner Organizations</p> <p>- 5 slots for SILCs & CILs</p> <p>- 5 slots for AIDD staff</p>



Conduct Annual Leadership Academy

Curricula & Experiential Learning

- Self-identified leadership challenge
- Organizational and personal profiles
- Peer group process
- Coaching on-site
- Journaling
- Interactive exercises



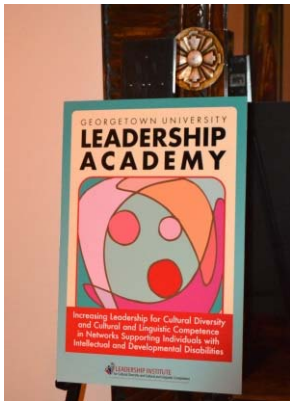
- Case study
- Lecturettes
- Small & large group problem solving
- Leadership Practice Inventory (LPI)
- Implicit Association Test
- Discussion groups on cultural diversity and cultural and linguistic competence



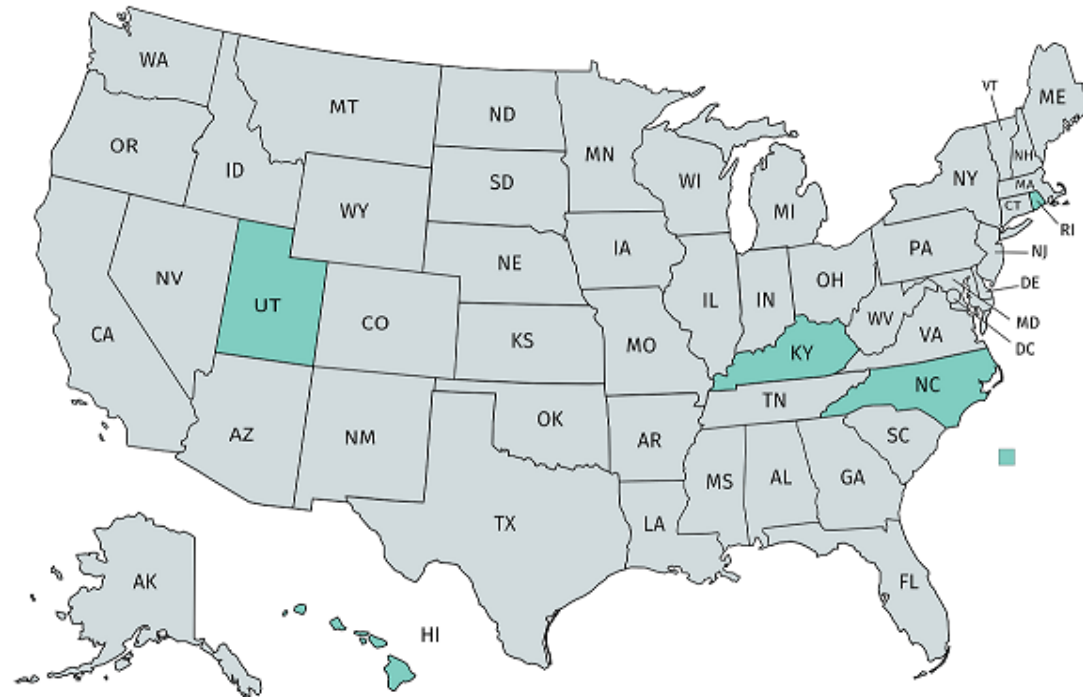
Conduct Annual Leadership Academy

Components of the Leadership Academy

- 3-month pre-work
- 4-Day intensive on-site experiential learning including graduation!!
- 1 year post-academy coaching
- 1 year post-academy mentoring



**DURING PROJECT YEARS 1-5, ONLY FIVE STATES HAVE NOT PARTICIPATED
IN THE FIVE COHORTS CONDUCTED BY LEADERSHIP ACADEMY**



Hawaii, Kentucky, North Carolina, Rhode Island , Utah



2018 Annual Leadership Academy Evaluation Data



Consistent with the evaluation data from Leadership Academy Cohorts 1-3, Cohort 4 supports NCCC's theory of change. Participants reported:

- That the experience led to significant gains in knowledge and skills.
- Changes in their attitudes and beliefs.
- Shifts in their views of themselves as leaders.

Quantitative and qualitative data collected reflect participants' increased capacity to provide leadership in challenging times and see themselves as effective, collaborative, and confident leaders for cultural diversity and CLC in networks supporting individuals with intellectual and developmental disabilities.



Leadership Academy



Outcome 2. An increased number of individuals, across racial, ethnic, cultural, and disability groups with a core set of leadership skills, the ability to lead CLC and cultural diversity, as well as assume leadership positions in varied settings.

Status: Five Leadership Academies have been conducted with a total of **158** individuals benefiting from this intensive learning experience.



2017 Disparities Leadership Academy

The NCCC created and implemented a Leadership Academy designed to engage the Developmental Disabilities Councils, University Centers for Excellence in Developmental Disabilities, and the Protection and Advocacy/Disability Rights programs to specifically address the issue of disparities that have an adverse effect on individuals with IDD and their families.

This new Leadership Academy was designed for teams to develop and to put into practice the leadership skills necessary to engage in long-term collaborative system change that is required of the states/territories in order to implement the “targeted disparity” goal or objectives in the 2017-2021 DD Council State Plans.

Arizona
Idaho,
Puerto Rico
Michigan
South Dakota
Texas
Wisconsin



7 Teams & 24 Participants



Perspective on Inclusion and Leadership at the Intersection of Disability, Race & Ethnicity



Max Barrow
Green Mountain Self Advocates

“Traditional leaders need to step back. We need to give people directly impacted a chance to find their voice. They need to take the lead in doing the work and not just be involved.

We see another person who is living in our shoes. We say, “wow, there is someone like me that can be a leader!” When we see leaders who have a disability and who are from culturally diverse groups we feel we can stand with this person because we can relate.

We gain confidence to be a leader. As people with more than one identity, we can speak up about issues that intertwine.

When there are more leaders that we can trust, we are more hopeful that things are actually going to move forward to true inclusion.”



CONTACT US



Georgetown University National Center for Cultural Competence

<http://nccc.georgetown.edu>
cultural@georgetown.edu

The content of and this PowerPoint presentation are copyrighted and are protected by [Georgetown University's copyright policies](#).

Permission is granted to use this PowerPoint presentation in its entirety and/or individual slides for non-commercial purposes if:

- the material is not to be altered **and**
- proper credit is given to the author(s) and to the National Center for Cultural Competence.

Permission is required if the material is to be:

- modified in any way
- used in broad distribution.

To request permission and for more information, contact visit our website <https://nccc.georgetown.edu/resources/title.php> or email cultural@georgetown.edu.