2019 TA Institute

Thank you for taking notes in this session! At the beginning of the session, the facilitator will ask participants what they hope to take away from the session – this information should be written on the flip chart in the room for all to see; it can then be used to help the group get back on track if needed. The rest of the notes can be taken in any way that works for you (handwritten or typed), following the format below (no need for these notes to be on the flip chart). Your notes will be used to develop technical assistance materials on this topic, and session participants will be involved in reviewing those materials, so detail is appreciated. We hope the session is interesting for you and provides greater insight into the challenges and solutions experienced by UCEDDs.

Discussion Notes

Topic:
Professional Development

Notetaker:
Christine Liao (AUCD)

Facilitator:
Tony Antosh (RI)

Participants:
- Tony Antosh (RI)
- Carol Curtin (MA)
- Amy Sharp (TX)
- Martin Blair (MT)
- Karen Ward (AK)
- Brent Askvig (ND)
- Emily Graybill (GA)
- Ilka Riddle (OH)
- Olivia Raynor (CA)
- Wayne Stuberg (NE)

Background/Intro
Goals of the session:

- How to do professional development with a small part of staff that is funded from the core grant, and others are soft funded from a variety of projects?
- What kind of professional development is relevant?

Comments:

- Professional development makes staff feel nurtured
- Concerns about how to divide professional development among staff

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- Important to know "why, what, and how"
  - Why do you want to provide professional development?
  - What do they need to know?
  - How to accomplish that (can be difficult)

Discussion and examples:

- Rule of thumb can be 80/10/10 (job, miscellaneous, and meditate)
- Have a staff of 60 people with a range of experiences
  - All project staff required to learn what a UCEDD is
  - Help people understand the broader construct of a UCEDD and the AUCD network
- Push for cultural competency through monthly meetings
  - Each month, someone has to prepare a cultural competence activity – everyone feels involved, co-teaching, mentoring, and staff mentoring occurs
  - Attend the AUCD Leadership Academy in Atlanta, GA
- Provide an orientation for all staff – despite any levels (copy attached from Brent)
  - Talk about the DD partner document (copy attached from Amy)
  - Talk about the AUCD network
- No one is funded exclusively by one project (ranges between 2-4), and UCEDD is the foundation for the projects
  - Administration of the center is primarily funded by the core grant, everyone else is under the UCEDD
    - Help staff know they're part of a larger Center, and a national network
- Include the DD Act, prologue of the Act, and core values – all staff must know this
- Conferences
  - Expectations of what is brought back from the conference? (return of investment)
    - Same thought for Councils, committees, SIGs
    - What are the results? Discuss them with staff informally and/or formally
    - Review the agenda of the conference before they fly so they understand the priorities
    - Conferences have more reflection rather than deliverables
    - Can do a formal write-up about experiences, sessions, and share with others
  - AUCD: how do you decide who goes? Especially those who are fee for service
    - Set aside funds in addition to core funds
  - AUCD Leadership Academy / Leadership Institute in Delaware
    - What is the demonstration / impact of attending?
    - Attendees come back with a different perspective of how they go about their work
    - Can't always see it immediately – takes time for impact to develop
- Issues with carry-forward – moves so slowly, that they can't use it for professional development to attend conferences or plan accordingly
- Topics for professional development
  - Cultural and linguistic competence
  - Accessibility (universal design training) for events
  - Policy – what are the basics?

- o Self-determination
- Creating a culture where people want to stay / minimize turnover
    - o Invite everyone to come to activities, including office support staff
    - o Expectation that everyone will acquire the same knowledge

Strategies:

- Strategies to make the Center alive – trainings, different procedures, core funds, individual knowledge, annual evaluation for trainings
- Learning Community
    - o "what's the last book you read or journal article?"
        - ▪ Encourages acquiring new knowledge and finding new articles
    - o Discuss how to divvy up content and come back together – allows people to go deeper in their content, and assign people new topics
    - o Book club with LEND program and staff participate in the conversation
    - o Research teams meet weekly to discuss

Questions:

- None

Follow up for TA Team:

- Cultural and linguistic competence webinar quarterly for staff to tune-in
- Visiting Directors program
    - o Categorize UCEDD Directors and then match to help people
- Utilize TA request form
- Reminder that information exists there – remind more frequently and it is hard to keep information organized
- Overview of the AUCD network, and then UCEDDs can "fill in" their information where it fits
- More guidance on business administration