



Inspiring Leaders, Impacting Lives

2024 OIDD Training and Technical
Assistance Institute





General Housekeeping Items

- ▶ Please keep your microphones muted.
- ▶ Closed captioning is available. Click the Show Captions icon to see the captions.
- ▶ Spanish language interpretation is available for this session. Click on the icon that looks like a globe and select Spanish.
- ▶ Enter questions in the Q&A box.
- ▶ There will be a poll at the end of the session.
- ▶ Thanks for joining us today!



Leading Engagement

**Council Strategies for Engaging Diverse
Communities and Backgrounds**



Developmental Disabilities Assistance and Bill of Rights Act of 2000

Tedra Jackson, Michigan DD Council

Accessibility

The term “Accessibility” means that programs funded under the DD Act of 2000 and facilities which are used in those programs meet applicable requirements of section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended, Title VI of the Civil Rights Act of 1964 and their implementing regulations.

Accessibility, continued

For programs funded under the DD Act of 2000, information shall be **provided to applicants and program participants in plain language and in a manner that is accessible and timely to:**

- (i) Individuals with disabilities, including accessible web sites and the individual; and
- (ii) Individuals who are limited English proficient (LEP) through the provision of language services at no cost to the individual, including:
 - (A) Oral interpretation;
 - (B) Written translations; and
 - (C) Taglines in non-English languages indicating the availability of language services.

Cultural Competence

The term cultural competence means services, supports or other assistance that are conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language and behaviors of individuals who are receiving services, and in a manner that has the greatest likelihood of ensuring their maximum participation in the program. DD Act, Sec. 102 (7)

Integration

The term “integration”, used with respect to individuals with developmental disabilities, means exercising the equal right of individuals with developmental disabilities to access and use the same community resources as are used by and available to other individuals.

DD Act, Sec. 102 (17)

Minority Participation

The plan shall provide assurances that the State has taken affirmative steps to assure that participation in programs funded under this subtitle is geographically representative of the State and reflects the diversity of the State with respect to race and ethnicity. DD Act, Sec. 124 (C)(5)(I)

Representation

The membership of the Council shall be geographically representative of the State and reflect the diversity of the State with respect to race and ethnicity...

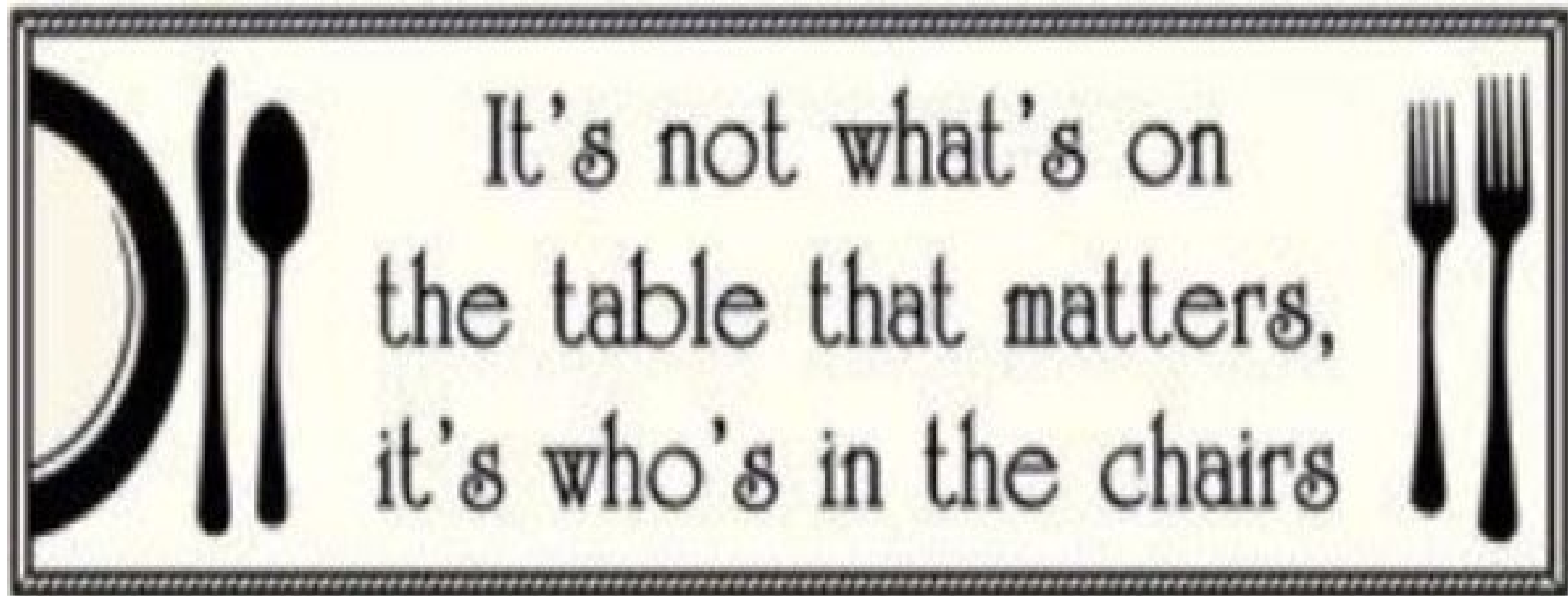
DD Act, Sec. 125 (1)

Unserved and Underserved

Unserved and underserved. --The term “unserved and underserved” includes populations such as individuals from racial and ethnic minority backgrounds, disadvantaged individuals, individuals with limited English proficiency (LEP), individuals from underserved geographic areas (rural or urban), and specific groups of individuals within the population of individuals with developmental disabilities, including individuals who require assistive technology in order to participate in community life.

Resources

- [DD Act](#), Section 101 (a)(8) states...there is a need to ensure that services, supports, and other assistance are provided in a culturally competent manner, that ensures that individuals from racial and ethnic minority backgrounds are fully included in all activities provided under this title;
- The [Final Rule](#) outlines definitions under the term accessibility which includes provisions for individuals who are limited English proficient. [45 CFR 1325.3 Definitions](#)



It's not what's on
the table that matters,
it's who's in the chairs

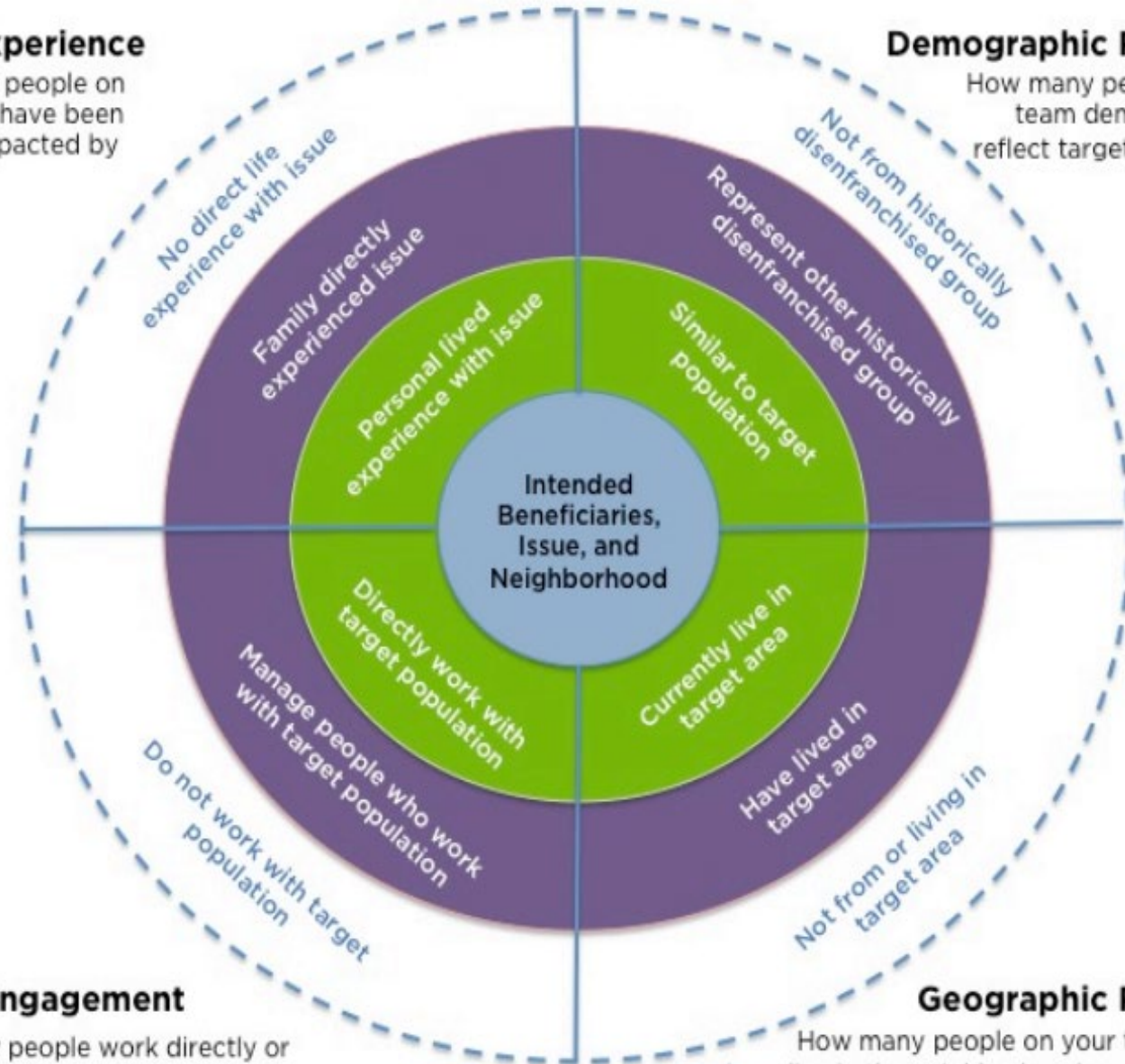
Community Engagement

Issue Experience

How many people on your team have been directly impacted by the issue?

Demographic Relevance

How many people on your team demographically reflect target population?



Direct Engagement

How many people work directly or indirectly with target population?

Geographic Relevance

How many people on your team grew up in or live in the neighborhood you are serving?

¹ *7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization*, Annie E. Casey Foundation, 2014 is a great resource for this work.

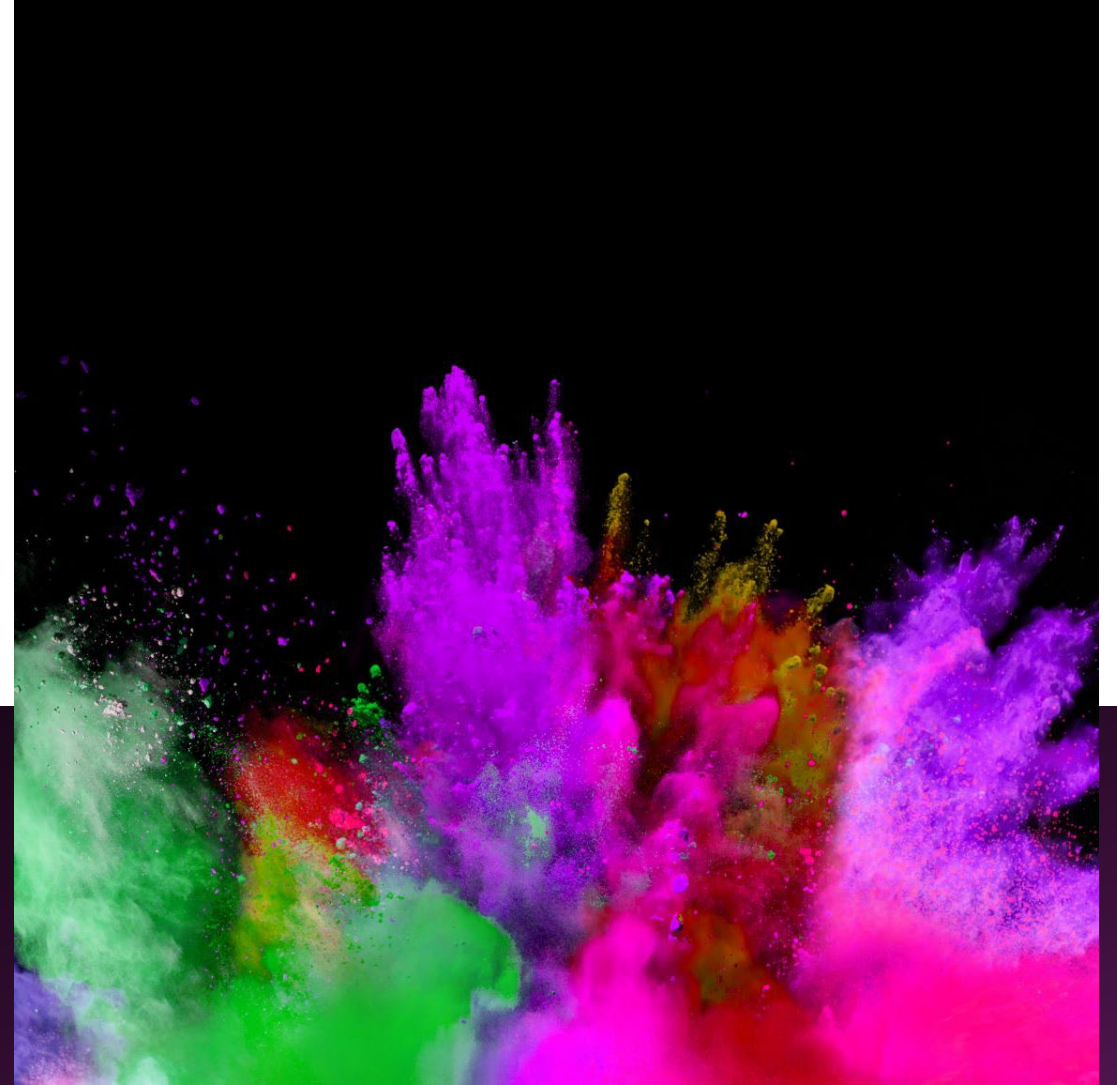


WE are HERE

Panel 1

Katheryne from Missouri
and Jackie from New York
State

Learning about diverse communities
and the interests and needs of
people living in diverse communities



Learning About Diverse Communities

SEEDS Grants

- SEEDS stands for: Supporting Education & Empowerment to Define Systems Change.
- Offered SEEDS grants to cultural brokers to tell MODDC what their communities wanted.
- SEEDS Projects were \$3,000 each, for 6 to 9 months.
- Focused on Latinx communities.
- Used different ways of collecting information:
 - Electronic/hardcopy surveys.
 - Small group discussions to identify needs/barriers.

New Project – Partners in Policymaking

Partners in Policymaking – Entirely in Spanish

- We learned about cultural barriers to our current Partners programming.
- Facilitated by a bilingual Cultural Broker, who has 2 children with Autism.
- Hosted within their community.
- All presenters spoke Spanish and all information was provided in Spanish.
- The graduates were called “Community Navigators” who were inclusive leaders within their community for all things; not just disability related issues.

New Project – Language Access

Supporting Language Access in Schools

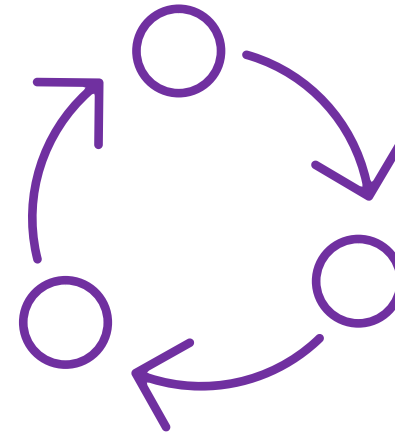
- We learned about the lack of language access in schools and how it impacts education advocacy for students with I/DD.
- Providing training to school districts and school professionals about their legal obligation to language access.
- Training Latinx grassroots advocacy about their language access rights in education. These grassroots families and students are being trained to be the experts to teach school districts and other families about the importance of language access rights and responsibilities.



Strategies for Engaging Diverse Communities

NY CDD Example: New Americans with Developmental Disabilities

- 1 Research & Listening**
- 2 Engagement**
- 3 Relationship Building**
- 4 Investment**



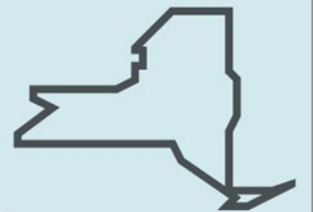


Strategies

- **Research & Listening:** Focus Groups, survey in partnership with Office for New Americans.
- **Engagement:** Attend community events, offer resources, find reasons to partner that are mutually beneficial.
- **Relationship Building:** Trust and open communication are foundations of any collaborative work.
- **Investment:** Develop resources, invest in tools to make agency more accessible, or design grants or initiatives that address needs, issues, challenges, and partner with trusted orgs.

NEW YORK
COMMUNITY OF
PRACTICE ON CULTURAL
AND LINGUISTIC
COMPETENCE IN
DEVELOPMENTAL
DISABILITIES

Community
Needs Assessment
Report



Published
Summer 2019
NYS CoP on CLC



**Council on
Developmental
Disabilities**



Ramirez June Initiative

- **Grant:** ONA Ramirez June Developmental Disabilities Navigator
- **Started:** 2019- present
- **Led by:** Office for New Americans (ONA)
- **Funded by:** NYS Council on Developmental Disabilities (CDD)
- **Strategic Partner:** NYS Office for People with Developmental Disabilities (OPWDD)
- **Mission:** The ONA Ramirez June Initiative was created to support new Americans with developmental disabilities (DD) and their families in New York State. Our mission is to help affirm the dignity, value, respect, contribution, and worth of all New Yorkers with DD by assisting new Americans with DD and their families to connect with vital resources, information, and services.

Research & Understanding: Who are New Americans

People who were born outside the US who live in the US.

New Americans are:

- New arrivals
- Refugees and immigrants
- Naturalized citizens
- Undocumented individuals
- 1 out of every 4 New Yorkers!



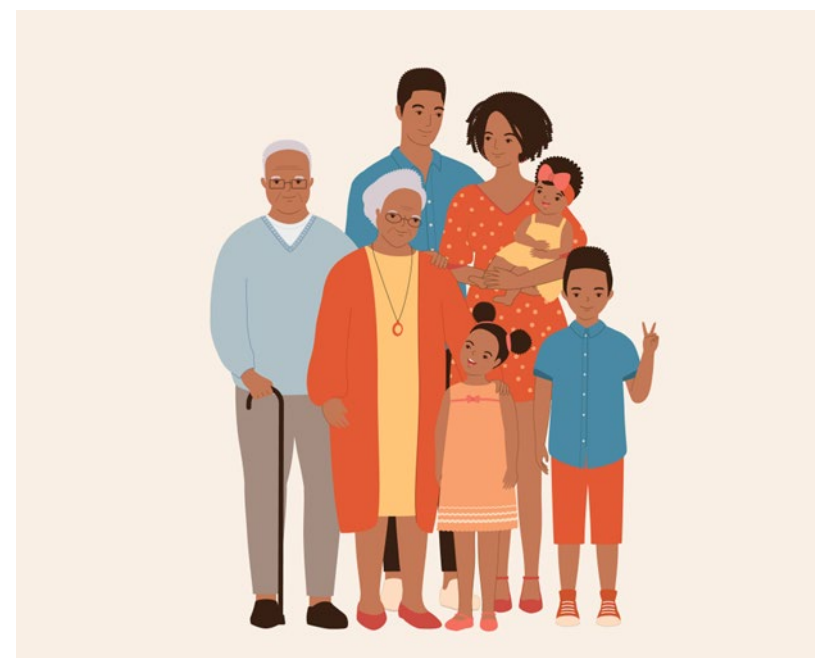
Information provided by the NYS Office for New Americans (ONA).

The Ramirez June DD Navigator Initiative

New American Families

Can include people born outside **the US and** US born citizens

- Mixed Status families:
- Includes family members with different immigration statuses.
- 90% of children in “mixed status families” are US born citizens.



Information provided by the NYS Office for New Americans (ONA).

The Ramirez June DD Navigator Initiative

Top Ten (10) Barriers



Council on
Developmental
Disabilities

Top Ten Barriers for New Americans to Access Developmental Disability Services Reported by New American and Disability Service Providers - March 2023

1	Language access barriers
2	New American families do not know what resources and services are available
3	Resources are not accessible
4	Limited agency capacity to support new Americans with developmental disabilities
5	Lack of staff & limited staff capacity to support new Americans with developmental disabilities
6	Difficulty enrolling in developmental disability services
7	Cultural barriers
8	Enhanced support is needed for new Americans to access services
9	Discrimination & bias
10	Difficulty navigating developmental disability systems



["The NYS Office for New Americans Ramirez June Initiative Final Report," November 2023](#)

Front Door Videos

English, Spanish, Mandarin

- Through funding from the NYS Council on Developmental Disabilities, OPWDD partnered with an MWBE vendor and two community-based organizations: Sinergia, Inc. and Chinese American Planning Council
- Goal is to create greater access to information about OPWDD services for communities with limited English proficiency
- Community members co-wrote the scripts with OPWDD staff and conducted voiceovers
- The result: 10 modules on the Front Door process in English, Spanish, and Mandarin with more to come!



<https://opwdd.ny.gov/access-supports/front-door-videos>

*The Ramirez June DD Navigator
Initiative*

**New Americans Stories:
Bin Feng, CDD Council Member
Monica and Humberto Ramirez, inspired grant**

Video Link: <https://youtu.be/SfLnveQS60E>

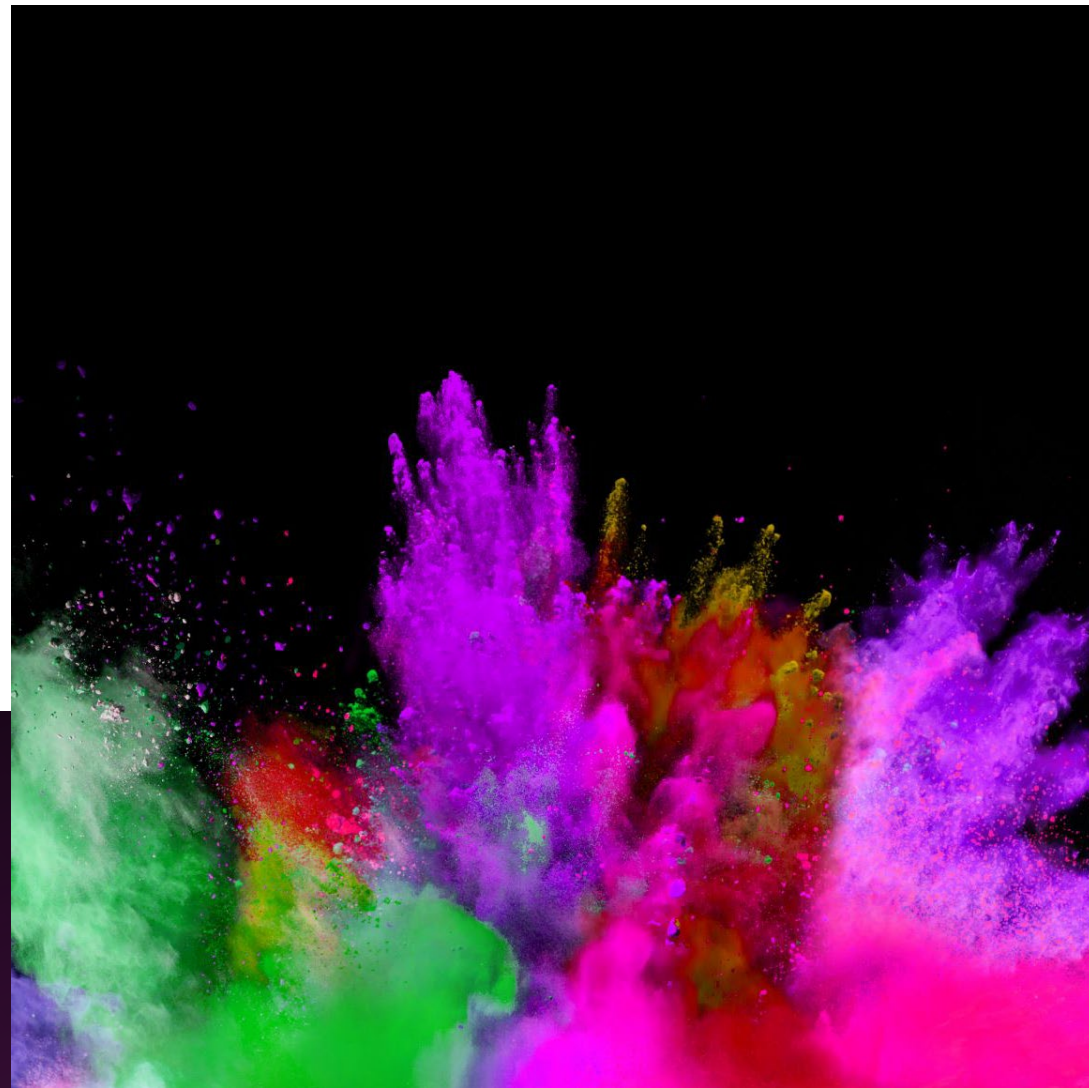


**Council on
Developmental
Disabilities**

Panel 2

Miguel from Idaho and
Alison from the District of
Columbia

Entering diverse communities
respectfully and fostering relationships
and partnerships



The Idaho Way

Targeted Disparities

- The Latino community was identified as an unserved community in the state of Idaho

Our process

- 10 years of working with this community
- Work continues

Challenges

- ▶ Language access Barriers
- ▶ No access to resources
- ▶ Not part of the system
- ▶ No information available
- ▶ Inequity

Strategies

- ▶ Asset based community involvement
- ▶ Gaining Trust
- ▶ Involvement from community leaders
- ▶ Involvement with Latino lead organizations
- ▶ Developing Leadership
- ▶ Cultural Competency

Meaningful Community Engagement

DC's Latine* Community and Ethiopian and Eritrean Community



Who am I?

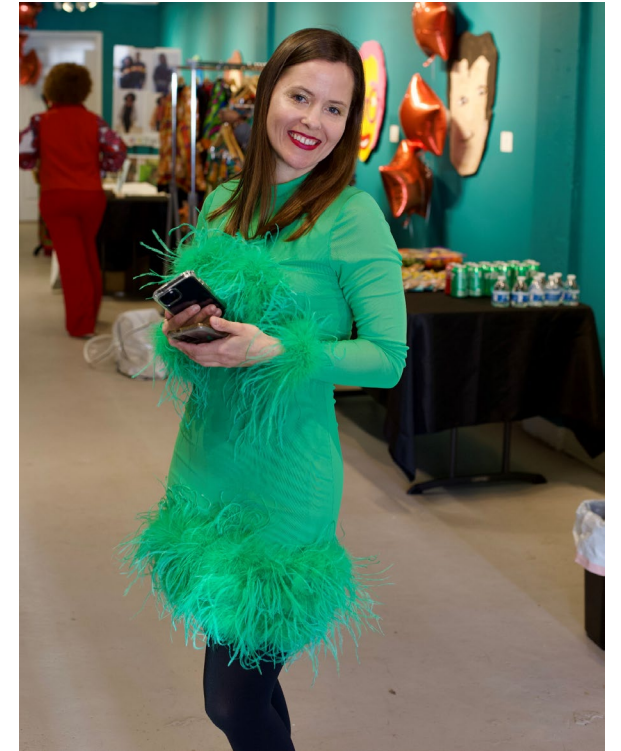


Alison Whyte

Executive Director

DC Developmental Disabilities Council

- ▶ Macro Social Worker
- ▶ Sibling and caregiver of a person with a disability
- ▶ Lover of change, dogs, learning, and cultural sharing



Our strategies

1. Build capacity for relationships
2. Invest money and time
3. Proactively learn and change
4. Commit to the long haul



Build capacity for relationships

- ▶ Hired 2 native Spanish speakers on staff and appointed 3 Latine Spanish speakers to the Council, and more Latine community members are interested in membership.
- ▶ Created Vamos DC and grew it to 15+ entities and community members in 5 years.
- ▶ Regular check-ins with the Ethiopian and Eritrean Special Needs Community.



Invest money and time

- ▶ In the last 2 years, awarded \$75,000 to projects supporting the Latine community, and \$57,000 to projects supporting the Ethiopian and Eritrean community
- ▶ Ensured equal access to information by providing it in a community's native language rather than through translation only
- ▶ Starting in FY19, created a line item in our budget for interpretation and translation
 - ▶ For interpretation and translation, we spend approximately \$10,000 each year from our budget and leverage \$5,000-\$10,000 through partnerships with other organizations.

Proactively learn and change

- ▶ Had a listening session at the first Latine Conference on Disabilities in 2019 and repeated this practice each year
- ▶ Create space at each annual conference for a report back about changes we've made based on community feedback
 - ▶ Example: In 2019, the community told us that there weren't enough direct care workers who spoke Spanish. To address this issue, we supported a Direct Support Professional (DSP) Academy in Spanish and continue to integrate this lens into our advocacy related to the workforce crisis.
- ▶ Proactively taking racial equity trainings offered by the DC Office of Racial Equity

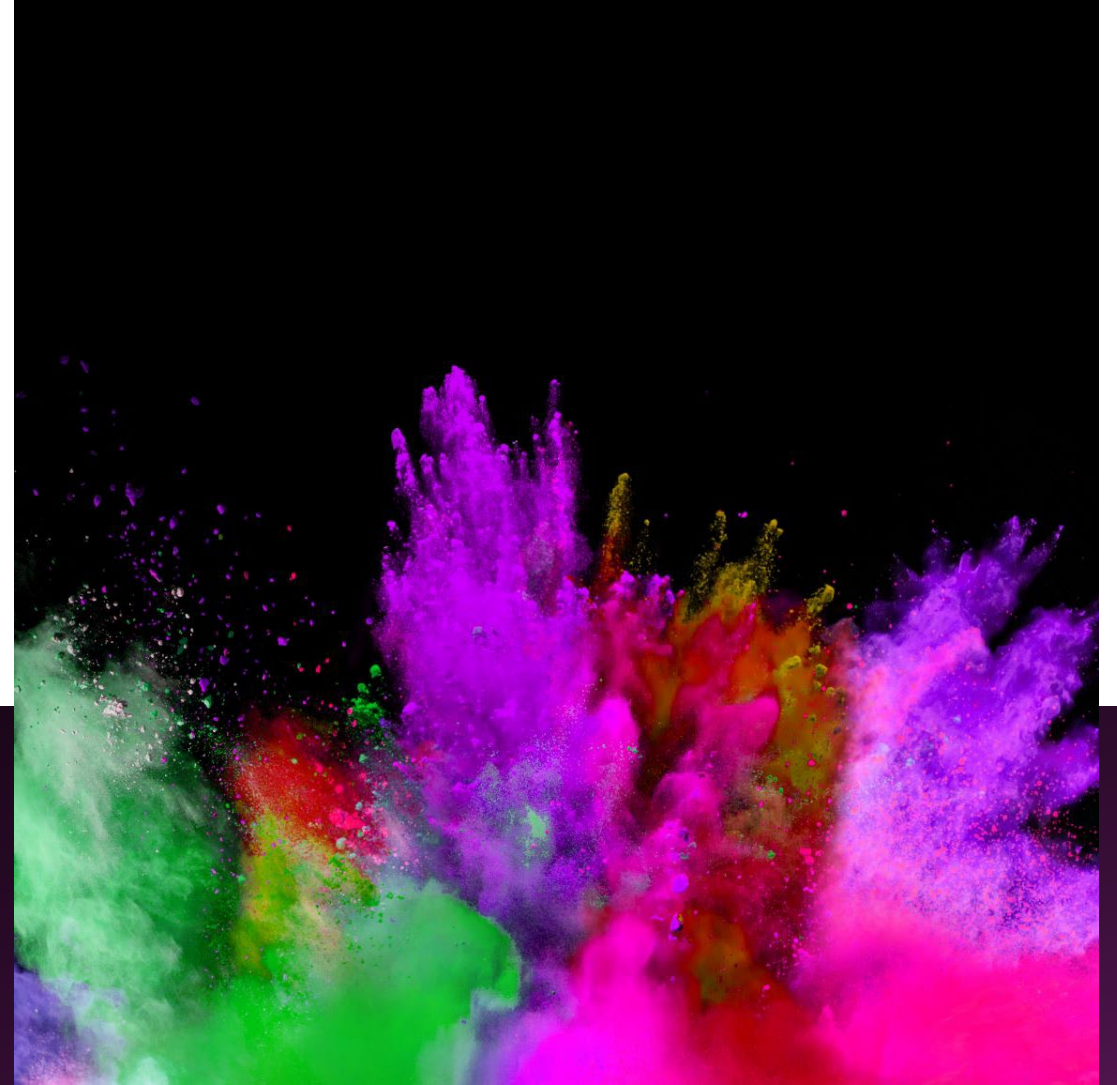
Commit to the long haul

- ▶ 2024 will be the 6th Annual Latine Conference on Disabilities – Vamos DC members now look forward to working together to plan this each year. The Conference has created momentum and sustainability for our engagement with DC's Latine community.
 - ▶ We consider using this same kind of model for engagement with other communities.
- ▶ The change we want to see won't happen in five years.

Panel 3

McKinley from Pennsylvania,
Katheryne from Missouri, Jackie
from New York State, and Miguel
from Idaho

Promoting engagement of diverse
communities throughout projects and
activities



Disparate Impact Groups

- PADDCC requires all applicants for our RFA grants to pick a disparate impact group.
- Under the Mandatory application procedures, we write that failure to include a disparate impact group will result in automatic disqualification. The application won't be reviewed if this is missing.
- Under Mandatory content requirements we explain what we mean by disparate impact groups.
- This can be subset of the people the grantee is working with; does not have to be the sole focus.

Disparate Impact Groups Cont.

- **We consider the disparate impact group when scoring applications**
- **We review the grantees work with its chosen disparate group when we check quarterly reports**
- **Examples of groups we have reached out to**
 - Cross Disability Navigator (Immigrants and refugees with developmental disabilities and their families)
 - Universal Design (people with DD in urban areas who are food insecure, people of color, and or elderly)
- **Community Connections Reaching Your Disparate Impact Groups**

NoFA – Addressing Disparate Impact

- NoFA stands for: Notice of Funding Available.
- People with disabilities experience additional marginalization as a result of their other identities.
- A NoFA application requirement is to explain how their project will address a similar disparity of another marginalized group.
- Applicants have to identify an unserved or underserved group which is additionally affected by the issue addressed in the NoFA.
- We replicated this idea from the work of the Pennsylvania DD Council.



Promoting engagement of diverse communities - internal

Council (internal)

- Membership application in top 12 languages.
- Cultural Competency Workgroup.
- Connections with organizations or agencies that serve diverse communities.
- Recruit from diverse networks.
- *It takes time and sustained commitment.*

If you are interested in being considered for membership, please fill out this form.

- [Becoming a Council Member](#)
- [¡El CDD del estado de Nueva York está buscando nuevos miembros del Consejo!](#)
- [纽约州 CDD 招纳新委员会成员!](#)
- [ФОРМА ЗАПРОСА НА ЧЛЕНСТВО В СОВЕТЕ](#)
- [FORMULARZ WNIOSKU O CZŁONKOSTWO W RADZIE](#)
- [FÒMILÈ APLIKASYON POU VIN MANM KONSÈY](#)
- [MODULO DI DOMANDA PER CONSIGLIER](#)
- [קאונסיל מיטגליד אפליקאציע פארם](#)
- [نموذج التقديم للمعوية بالمجلس](#)
- [কউন্সিল সদস্য আবেদন ফর্ম](#)
- [위원회 멤버 신청 양식](#)
- [Devenir membre du conseil](#)
- [کونسل کارکن بینا](#)

Promoting engagement of diverse communities - external

Grantees (external)

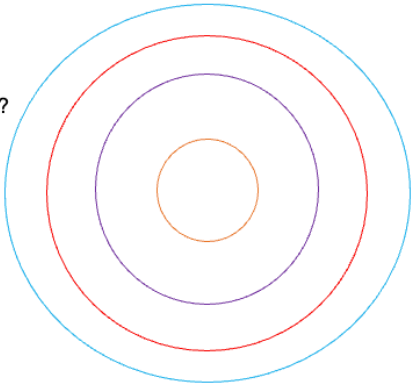
- Grants focused on issues that are important to diverse communities.
- Grants for grassroots organizations that are run & led by diverse communities.
- Build language into RFPs, Contracts, Workplans.
- Offer technical assistance.

Snapshot of Grantee TA Call “Diversifying Your Networks”

Outreach

Diversifying Networks via Outreach

Network mapping exercise:
Who is in your network?
Who is missing from your network?
Who would you like to be in your network?



Core: Those who are core to your mission, staff, board, mentors, leadership.

Primary: Champions, partners, consultants, stakeholders.

Secondary: Potential future partners, partial alignment potential, supportive but not intertwined.

Tertiary: Those who may need outreach.

Idaho Council: Results

- ▶ First non-English speaker council member was selected
- ▶ First Latina vice council Chair to be selected to the position
- ▶ First Spanish Conference held in June 2023
- ▶ First Leadership program (PIP) Lideramos Juntos was launched

Idaho Council: Future Plans

- ▶ Prepare family member advocates to apply for council membership
- ▶ Encourage family members and self advocates from this community to become more involved in advocacy efforts
- ▶ Involve leaders graduating from PIP (Lideramos Juntos) in the planning and organizing of future conference.
- ▶ Involvement through leadership

Training and Technical Assistance Information

- ▶ This training was supported through services funded by contract #75P00121C00067 from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201 to provide training and technical assistance services to State and Territory Councils on Developmental Disabilities. The contents are those of the presenters and do not necessarily represent the official views of, nor an endorsement, by ACL/HHS, or the U.S. Government.