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## Reflecting UCEDD Equity, Diversity, and Inclusion Commitments in the Core Grant Application

>> DANIEL CRIMMINS: Sally, you are vehemently shaking no, meaning you are waiting for it. When we picked this time, and we will just say this, that we had anticipated the guidance may have been out for a month already and we were already -- I will say cheating the amount of turnaround time you were being given to respond. It was either this or two or three weeks right now, Katie?

>> KATIE JOHNSON: Yes, we can definitely let people know that Dan.

>> DANIEL CRIMMINS: I am happy to do that because otherwise -- Derrick will say hey man, don't you ever let up?

>> KATIE JOHNSON: Them that's great. I am going to go ahead and let people in. This is recorded so I will hit record as well. And Dan, I saw a slight for introduction so I will pass it off to you to move through the introductions, and I will briefly introduce you to the group.

[Recording in progress]

>> KATIE JOHNSON: Hi everyone, welcome. We are going to get started in just a moment.

Someone is unmuted, if you would like to mute your self before we get started that would be great.

We will go ahead and get started. Hello, good afternoon, welcome, this webinar is reflecting equity, diversity, and inclusion commitments in the core grant application. Glad you could be here. My name is Katie Johnson and I'm a program specialist with the AUCD UCEDD research center and on behalf of the team I would like to thank you for joining us.

Before we begin I just have a few logistical updates. First CART captioning is available for this webinar. To access it you click the CC button at the bottom of your screen.

In a moment I will handed over to the facilitator Dan Crimmins will have introductions Rachel the speakers, and following the speakers' presentation we are hoping there will be time for questions. Simply submit your questions in the chat box and anytime during the event. Part the webinar is being recorded and it will be made available on the AUCD website in a few days following the event. There will also be a short evaluation at the end, so please we invite you to share your feedback about this webinar as well as provide suggestions for future topics. This is part of an ongoing series for the network and promoting the equity diversity and inclusion action plan, so we would love other ideas

about this topic.

With that please join me in welcoming Dan Crimmins. Dan is retired from his position at the Georgia Center for leadership and disability, and in the fall facilitated conversations related to incorporating the equity diversity and inclusion action plan in a five-year plan. Today Dan is going to be joined by current UCEDD directors Derrick Willis and Sally Gould-Taylor.

Able pass it on to Dan will further introduce today's events and speakers. Over to Dan.

>> DANIEL CRIMMINS: Thank you Katie, and just because I have the opportunity I am also going to thank Sarah DeMeo sent out a notice this week that she would be taking a new position. So I want to thank you Sarah for your work with the network as I have had the chance to interact with you for three or four years now and really appreciated your time and perspective and your commitment to what we do. So thank you.

If we could go to the next slide, Katie.

I am not going to do a review of the ED&I action plan. We have one hour. But when I wanted to say is that was developed, it's now three years ago or it was finalized about three years ago, and it really did speak to how do we infuse these commitments to equity diversity and inclusion into the work we do as UCEDDs.

When we first talked about -- because this is the year that 42 programs apply and do competing core applications, that we thought there would be a big interest this year and how do we infuse this work into our applications and therefore our five-year plans.

So we first had the idea of doing a webinar on the topic we talked about including it in the goals and objectives of the five-year plan.

And I am going to say, and I probably should have been more cognizant of this, but as we were developing the plan for that webinar, about a week before we headed all set I realized that five year plan is really an outward facing document. And the work that we do is so much the work we have been doing in the last few years I think is much more inward facing, so how did recapture that. So that is what the background for this is.

Today we have three UCEDD directors with us. One who did her competing application a year ago, Aubyn Stahmer, and then joining her and all of us are Derrick Willis and Sally Gould-Taylor.

What we plan to do is hear from each of them, and we are going to do a round robin, so we are going

to ask you all is the audience, we are going to be jumping around in the slide deck a little bit as we do this. But what I have asked them to do is to talk about -- one of the issues or one of the concerns or initiatives they have that they would relate to equity, diversity, and inclusion, and then how they either did reflect that in their plan or might reflect in a future application.

If we can go to the next slide please.

So I have changed my official affiliation from Georgia state university where I directed the UCEDD there, the center for leadership and disability, to my wife and I formed a small LLC called Crimmins & Associates and we are doing work with disability organizations and universities on issues that are near and dear to our hearts that relate to values and evidence-based practices.

With me, Aubyn Stahmer of the UC Davis MIND Institute, Derrick Willis of the center for disabilities and of element of the university of Iowa, and Sally Gould-Taylor with the institute on disability that Temple University.

I really do think that for joining us and taking the time to share their perspectives on this process today.

If we could go to the next slide.

Thanks, and I guess I jumped forward in my. We did the September webinar focused on the outward plan, and I recognized in conversation with Katie and Sarah and other colleagues to say there is so many other places that reflect that we could capture some of the things we do. Many of you have probably conducted organizational self assessments. So where are they in your plan as you move forward.

Many of you have initiatives and enhanced cultural competence, many of you are engaged at university level collaboration on recruitment, retention, mentoring of underrepresented faculty and staff, leadership of element for underrepresented individuals.

Some of you may be involved in national communities of practice working to our good. Some of you may have active anti-racism efforts inside your organizations. And there are many, many others that could be talked about.

And I will say that my interest, my commitment that I shared in September was I think the time for action is now. And I think our centers, because of their commitment to values informed action and to their commitment to folks who have historically been unserved or underserved are ideally placed to really take a lead and are folks that I will say are true models for what we all should be doing in this

area.

With that, if I could go to the next slide, and we are going to invite each of our panelists to present an example of how it might be reflected in this format of the competing core grant application.

And then we will have a very brief round-robin among the panelists, and then we are going to go to Derrick and then to Sally, and then we are prepared to do two more cycles, but as these things go we are on unrehearsed territory. So I know it will be a rich discussion no matter what.

So Aubyn people, I'm going to hand it off to you and thank you so much for being here.

>> AUBYN STAHMER: Thank you. I just want to acknowledge my associate director Janet [can't understand] who has done the lion's share of the on the groundwork, and the development of the plan. She couldn't be here today and I just wanted to make sure she got credit for all the work she did.

For my first round Robin I just wanted to think about the work it took to get an extra four words in our mission statement, and I'm sure you all have been doing this work as well. But I wanted to think through how we have been doing that for my first example.

We added some things in red to our mission statement including more emphasis on cultural inclusion and then culturally and linguistic relevant practical applications, and that is how our CAC and our team decided to make sure our mission was reflective of the changes we were making.

Underneath that maybe just the first like, or just click a bunch of times through, we had early on on the bottom where it says microaggressions, we have program ideas that were coming up that some of our team really didn't feel were culturally sensitive. So some team members wanted to do a particular program that other folks thought our community might not like.

We had to have some pretty serious and challenging discussions that were disagreements about differences in how we should do things. And that led to building brave spaces and taking a lot of time for relationship building and communication norms and working with facilitators to make sure that we really were getting to the issues that we needed to talk about and that people also heard and that we came to consensus in real life, and that there weren't hidden things happening.

So we worked on that for quite some time and we continue to work on it in order to make sure that our programs really are inclusive and culturally and linguistically relevant because we have such different perspectives.

And that has been I think a major shift in our culture that got us to the place that we needed to be

within our internal team.

So we have a lot of training and justice strategies so if something comes up we can repair it.

Also our UCEDD is part of the MIND Institute, and we have spent time aligning our goals around diversity, equity, and inclusion, cultural competence and linguistic competence with the MIND Institute. And making sure that aligns with the university's mission. And that has been really helpful in terms of developing our mission that we can work toward.

And then of course really working with our CAC, our staff, our community, and our university so our UCEDD culture is fitting with what everybody needs.

I just wanted to acknowledge the work we have all been doing moving toward that. We are continuing to grow our brave spaces for discussion and I know all of the work you all are doing and that we are doing is more than what it might appear when we just add a few words to our mission that we really wanted it to be changing our culture.

So that was my first round and I will pass it to Derrick.

>> KATIE JOHNSON: Derrick, I think you are muted.

>> DERRICK WILLIS: Thank you. Yes, for my first round you won't have to advance any slides. I will just speak to some of the things that Aubyn was talking about about the framework we have laid, and then later we will get to some of the actual activities that as Dan said that are inward facing that really speak to our plan and the things that are -- how diversity, equity, and inclusion is driven within that plan and within those activities and things that will help us get to our mission.

So the first part like Aubyn said, and you can call that an assessment if you like, but it is trying to monitor population trends, finding out and beginning that investigation within it. One of the things that are happening across the state that have that lens that we should be responsive to, and how can we make sure that all that we are doing is responsive in nature and that it is taking into consideration the things that we feel will put us in a position to best address the needs of diverse populations across the state.

We are in a state where there are low numbers of diverse populations. One would think how do you begin to address this when you only have two or three percent African-American and 5 percent Hispanic, and they are in pockets. Being in a very rural state, total population of the state, 4 million, and then majority small rural communities where you don't see a lot of pockets of diversity.

It tends to lend a challenge for us, but at the same time we know there are segments of this date and there is communities that are Communities of Color that do exist, often invisible communities.

And so we have efforts to as we are looking at our assessments statewide and finding out what are the needs, we have to be strategic in our targets and effectively communicating and educating people from those particular communities who we are, what we are about, and what we want to do.

And then how can we make sure that as we are doing that scan, that we are inclusive in terms of number one engaging individuals, but also inviting them to sit in circles and have seats at the table that amplifies their voice and helps us begin to get a better understanding of the issues that impact their communities because they are unique based on where they are from.

So we have established a framework that looks at assessments, heavy on assessment. Looking at policy and development. And then assurances, how do we know and how do we measure the impact we are having, how do we know we are addressing those issues in a way that is responsive.

So starting with that framework and always having that lens.

We know that we will never be culturally competent. And it is a process, it's a journey, but how do we continue to make sure that what we are doing and what we are providing is responsive to the needs of those individuals. So that is how we have laid that framework out and it helps us as we begin to plan, and I will talk about some of the things we are doing, I just identified a number of things we are doing and how we structure that into the plan.

So this framework helps us as we begin to think about action steps in our five-year plan as well.

And I will pass it on to Sally.

>> SALLY GOULD-TAYLOR: Thanks Derrick. You can move it to the next slide.

Similar to Aubyn and Eric we have very much been working for many weeks, almost a year now, on strategic planning, working with our staff and faculty, our CAC, and our strategic partners throughout the state.

I wanted to give some examples, concrete examples of where and how we are highlighting equity diversity and inclusion within our application in new ways.

For us that was looking at partnerships that already existed and how we need to develop partnerships

and affiliations that were intentional and authentic to address the fact that some of the issues that are affecting People of Color, people who are immigrants, people who speak another language, and also intersect with disability not being addressed very well through us, overworked, or the work in the state.

We typically turned to a lens like the CRCs and other developmental disability organizations throughout the state and/or city and state partners when we think about the work we do. And of course we want to have letters of support and sometimes memorandum of understanding within our application.

What we have done a lot of time, the last year or two, developing new and authentic affiliations with university centers and institutes within our university, within other universities in our state, and other foundations across the state that we will be able to highlight in our application to show how we are working around disability issues, but through potentially other lenses.

For us that was working with our institutional diversity and equity leadership team at temple, and then spending a very long amount of time trying to develop new relationships and affiliations with two dissenters at Temple University which is the Hope Center for college --

[CROSSTALK]

Which is the Hope Center for college community and justice, which is a center that looks at college access, housing and security, and food insecurity.

A new center through the African-American studies at temple which is the African-American studies of racism center, and also a university collaborative at temple which is a collaborative of young people and university and community activists who are working around issues of social justice.

We have also worked to develop relationships with similar centers at other universities. Most successful for us has been the racial empowerment collaborative at the University of Pennsylvania.

So for us it was about engaging in conversations, having these centers know who we are, what we aim to do, and how we want to create and formalize real affiliations with these centers so that we can come to them when we are seeing work that needs to be done or work we are doing and work that intersects with what we are focusing on, and how we think that will be able to come out and shine in our next application and show the movement we have made, but also the movement we hope to make them the next five years is that we will be able to go into the next application with strategic affiliations and partnerships ready to make movements on them.

So for some of them we have already been able to put things down in writing, apply for funding

together, accept money together, and you start to make movements. And for other organizations we haven't been able to yet, but we know we will be able to highlight that in our next five-year plan and we will be able to keep ourselves committed to moving forward with those affiliations and make sure the other institutions and centers and foundations are just as committed to us.

>> DANIEL CRIMMINS: Thank you, all three of you, for this launch. This is great and I really appreciate a couple of things. So Katie, if you want to go back to Aubyn's example number two, there is a couple of things.

One of them is I am struck by this emphasis on preparation. Obviously this is not something that gets written when the funding gets announced. The work of the CAC and developing a mission and Derrick's strategic overview and Sally's work with similarly aligned organizations can start a year or two ahead of time, and not that people should bemoan that because certainly one could write an objective that talked about how they intended to do it, but I think one of the reasons we have invited these folks are today was that they do have many of these pieces launched.

And Aubyn, I will give you away and say it myself, Alban's and the MIND Institute's application is on the website as is the Georgia state center for leadership and disability application.

And one of the things I will come around to at the end, and I will tell you this now, is how do you get all of this into the page limit in double spaces. And so we are going to talk about -- I will ask you to give away one trick of the trade. But not yet, not yet.

But Aubyn, if you would go to your activity number two here.

>> AUBYN STAHMER: All right, next slide please.

So it's a little cascading I am looking at the slide templates I have, but starting with that mission and vision how we can improve that in all of our activities.

>> DANIEL CRIMMINS: Aubyn can you center yourself on the Mike?

>> AUBYN STAHMER: Sorry about that. We have worked with [can't understand] to do training and cultural linguist incompetence, and like Derrick said it is ongoing. We will never be done with that. But we did invite CAC members to join the training.

Mine has two university faculty from different groups also so again we have this infused throughout our



system including our community partners.

We took a great deal of time reviewing our programs and procedures that will go into the grant to make sure they were meeting our mission still to make sure everything was responsive, that we really focused on how we would make sure that our programs had equitable access. And that has been a challenge in our clinical programs.

We are really working hard and that requires lots of partnership with the university.

And how we can work with the powers that be to think about systemic barriers and what strategies we need to do outreach and community engagement, like Sally was talking about.

Similarly we were talking about what communities have we not reached that are asking us for help, starting with those that we already have some relationship with. When we first start of course everyone has 10 different communities we need to reach out to and we have limited capacity. So we are trying to do it in really a stepwise fashion.

We are working on community engagement for our services in terms of the clinic, and also for research participation. So we have done some looking at the cons of first city or lack thereof we have in our research projects, and we've got some funding to build some community academic collaboratives and provide training to our research teams about how to work respectfully with the community rather than just ask people to participate.

So lots of training, lots of figuring out how to measure whether this is working or not because we are trying a lot of different things and we aren't sure.

And then infusing those goals into each and every one of our pillars and our goals. So in our research, increasing the diversity of participants on the types of research we are doing, advocacy training, making sure that all of our courses and our CMEs and all of the presentations we are doing our accessible, that our website is accessible, thinking about different types of communications, making things plain language, making them more culturally responsive and offering them in multiple languages when we can in terms of all of our pillars.

And writing the grant was actually really helpful for everyone to figure out how they were going to do that in their projects and programs. So we used that as an opportunity to think about where we needed to make changes, and then to think about what incremental steps and changes we could make that we could measure which I will talk about. Sorry, I probably went on too long, but I will pass it to Derrick.

>> DANIEL CRIMMINS: Thank you Aubyn, And I'm going to say we are wonderfully pretty much right

on time. Derrick, off to you.

>> DERRICK WILLIS: Yes, I will just pick up where Aubyn left off. From our assessments and from our conversations and from our engagement strategies we begin to look at areas of work and pockets of work that we can begin as we think about writing and as we think about our goals and objectives under our core functions, and we can begin to look at one of the pieces we need to put in place that help us move forward and that diversity, equity, and inclusion lens.

One of the areas I wanted to highlight is a disability and diversity fellowship initiative. Something that I brought here from the university of Missouri which was the UCEDD that I worked at prior to coming to the university of Iowa.

So roughly I had a five-year run, and how do you create a fellowship that is kind of considered a pathway, I used to call it a pipeline but I think that is too narrow and too defining. I think pathway is the term I have been using because what we want to do is number one, look at the opportunity to engage with diverse representation.

We picked advanced degrees students as a target, and so through our universities reaching out to our diversity, equity, and inclusion office, and reaching out to the different schools within the university to find out, and advertise the opportunity for them to work with us for a year-long fellowship that number one, gives them an immersion experience into the field of disability, what is happening in policy, what is happening in emerging trends, diving into systems and structures that address these issues.

Looking at legislation that has been passed that created structures, and so doing a half year really just diving in to an immersion experience look like in today's time.

Also being able to work with them on identifying a particular area of focus that they would then do a capstone project that would have some kind of impact in the field of disability based on their field.

So these individuals that come from health sciences background, similar to what our LEND program is, and we were very careful to give them that opportunity even though there wasn't an Iowa LEND trainee, but they had access to recordings and access to sitting in on open seminars and get a taste of that experience.

I have had a couple of students that have come through our disability and diversity fellow and then actually became a LEND trainee. So it has become a pathway to those types of programs.

But this is just one example of how we took a need to diversify our workforce, how we began to invest in developing our own leaders within our university, and then creating these pathways for them to be a

part of it.

I'm happy to say that from our first diversity fellowship initiative that I started here in Iowa, I still have one employee that is now working with us on some Covid to recovery FEMA projects doing social check-ins with individuals. She went on and got her Masters degree in social work.

So my intent is not only just a fellowship, but also try to figure out how could I advance and diversify my workforce based on these pathways that we are creating and engaging with people.

So that is just one example. Sally or Dan I will turn it back over to you guys.

>> SALLY GOULD-TAYLOR: Thanks Derrick, that's a great example and it continues to make me think about where we are including this in our application.

One of the things I didn't write down but I would be remiss if I didn't bring up is we are also thinking about our own workforce and how to make sure our workforce is diverse enough to support the community that we work in, and how do make sure we are putting the time, effort, and money into that.

One of the ways that when I think about both globally where we are mentioning this work in the application and in our plan as well as specifically, one of the things in which we are doing it is in the budget and the budget justification.

As we are developing -- and this is something that I have learned from Derrick, I have reached out to him and ask him, we are developing new positions that will be funded through or will potentially be funded through our core funding that will address diverse positions that are needed to support our research better, to support our programs better, and that we feel like by making a financial commitment to diversify our workforce in that way that this will be part of our global follow through in this work.

So I just wanted to mention that. We are putting it in our budget and budget justification too, in addition to here are some other examples I have with our number two is where are we embedding this as we write.

These are just examples of how we are venting these tenants as we build and carry out our application and our five-year plan.

The first way we are embedding it is bringing in our ED&I lens to some of the things that we already do well and that we already have connections with. So we already have polls and activities around for us.

It's aging, emergency prep, and employment. But we are re-looking at those goals and activities through a new lens to make sure that we are identifying are we making sure that the data is diverse, are we making sure that we are offering these opportunities for all types of people throughout the disability Canon Mac in Pennsylvania. Are we making sure our curriculum is diverse, all of those types of things.

So thinking about those through the existing positive or we already do. And you can go to the next slide.

The other thing is we are thinking about identifying brand-new areas. So while we are both talking about diversity, equity, and inclusion globally in our application and some of the ways that Aubyn and Derrick have exemplified already, we are pulling new data to show where we need to enter into work in these areas because they have an intersection with disability that may be hidden or not, but we need to make a commitment to do that work because it is something that is impacting Pennsylvanians.

For us that is looking at areas of immigration, looking at areas where ableism is now being named in new and different ways specifically. And then also looking at areas of health equity.

So the other place we are writing it in his we are identifying underserved and hidden communities within some of the areas that we already look at specifically.

For us we are using the term hidden on purpose because we think there is an actionable reason why these communities are being hidden from a larger disability field.

So we are identifying the communities where we see or we are hearing that there needs to be more work, and we are hearing this from data and other types of sources. So for us the things that have come up recently his parents with disabilities, children in foster care systems, and people experiencing homelessness.

That goes into my next thing. So I hope these are just examples of how both globally and specifically we are addressing this in our application.

>> DANIEL CRIMMINS: Thank you Sally, and if he could go back to Aubyn's third example, and I don't know if I'm stealing your trick here or not, but the idea of communicating your commitment to ED&I through your budget I think is really powerful.

The other part is there is no page limit on that. Well, that kind of is but they're kind of isn't. But anyway, you can sneak it in there and get a lot of good stuff it.

But I think it is something that again if I was a reviewer I would be looking to see are you putting your money where you say your commitments are.

Aubyn, to you.

>> AUBYN STAHMER: Okay, the next thing we had to do is figure out now that we are done writing and we got funded is how we are going to put these things into place. I wanted to give an example of how we have been starting to do that.

We decided to start with the information dissemination pillar and figure out how we could get that -- do better in that area because it seems like one we might be able to actually handle.

So we have been working with our CAC and community partners on this.

In the process we have taken has been we have spent a lot of time defining -- you can put them all in, sorry -- defining what we mean by dissemination and evidence-based methods that we want to disseminate and the difference between dissemination and implementation so we really focus.

That thinking about how we are embedding culturally and linguistically competent [Audio cutting in and out] as we went through this.

And we brought all of our dissemination goals back to the CAC. Remember that we wrote these goals, CAC? They did. And then we asked them have variety of questions in small groups around two we were currently reaching with our dissemination activities, considering what we could do to make them more culturally or linguistically responsive, what kind about reaching we needed to get better, Wakanda barriers we have, what what things look like if we improve, and we gathered a great deal of incredible information from them.

Then we went back to our team and we used some fancy [can't understand] during the mentoring program for the diversity through the university and that has been really helpful. And there are some ways you can think about what strategies are going to give you the most bang for your buck, what would give you the most advancement, but also how many resources is it going to need.

Right now we are working on how we can choose some things that might be a little harder and would give us more movement, and other things that are maybe low hanging fruit that we could do relatively easily.

One thing she has really been working with asan is that we measure that impact and that we don't take all 20 ideas for each dissemination pack and do them all at once because first of all our heads might

explode and second we won't know what worked.

So thinking about changing one or two things at a time and measuring the impact sort of in a rapid cycle like you would do in a quality improvement project so that we can expand out the things that work and not continue with the things that don't work.

So it has been a very systematic process that I think we will do with each pillar, and it has been really rewarding. And I think what is really nice about all of the diversity and equity and culturally and linguistically competence trainings and activities is they really cut across all of our projects, all of the research, all of the clinical programs, and so it is brought our team together across everything. And it has been lovely that way.

So that is over example of how we have developed the data. Thanks.

>> DERRICK WILLIS: I want to piggyback on what Sally was saying in terms of just the workforce and looking at ways in which we can make sure that we develop a diverse workforce.

And looking at structures that are in place that sometimes our barriers to us hiring the people that we want to hire.

I recently hired a self advocate that was a self advocate that went through our LEND program, and when I first approached our HR about this they said you can't do that, doesn't qualify for anything that we have listed in terms of a category or position within the organization.

So I was like why don't we create one? And they said we have never done that before. And I am like that is not a barrier for me, I am going to continue to push, and I am happy to say I have hired our first self advocate and he is leading a lot of our initiatives related to youth development which I will talk about in a little bit.

But I also wanted to just stress the importance of collaboration as well. So the next thing I wanted to talk about was the fact that we saw that in our community advisory councils and our task force, like the Olmstead consumer task force, and our mental health and disability committees that were put together to really inform us and to help guide us in a lot of the work that we are doing.

We notice that the voices that we were seeing the same types of voices and the same people. And you know, we need that. We need those people who are passive and the family members and the self advocates who have sat on every committee we have had over the years and continue to be that voice and to be that strong structure, but how do we get different perspectives.

A lot of times we hear the same all things from the individuals. They have their issues, they get locked on their issues, and God bless them because it is still needed and still wanted, but also we know there are other things that are happening but we are not totally understanding.

So how do we begin to diversify the voices that we have in our community of graduate councils and our taskforces.

So we partnered with our state family to family agency here, it's an organization called the ask a resource center, and they wrote for some technical assistance. So we are in the process of getting TA on serving on groups and leading by convening curriculum and really trying to look at how do we structure a planning process that then helps us in our recruitment, our training, and our engagement of future leaders.

So we were one of four areas in states and territories that were selected. South Carolina, Kentucky, and Puerto Rico, we are all part of a consortium that is gaining some technical assistance on planning, but also getting technical assistance on our statewide plan on how to reengage, how do we make sure we are training individuals from diverse backgrounds to serve on our councils and stuff.

So this is just another example from our conversations on the things that we see. These are the missing pieces, so how do we insert this into our strategic direction and our five-year plan. This is another example of that. And I will pass it on.

>> DANIEL CRIMMINS: Thank you Derrick.

>> SALLY GOULD-TAYLOR: Great. Thanks Derrick. So the last example that I wanted to bring up his thinking about how we were using data in our application to really highlight equity and make sure that our data was doing that.

For me I spent a lot of time looking at old applications, both hours and other applications that I can get my hands on from other centers, and look at how the statement of the problem has been developed, right?

So we are doing a lot of getting critical data points, looking at both secondary data, looking at government reports, looking at as many numbers and experiences as we can get our hands on to highlight the state of affairs for people with disabilities, family members, and professionals in Pennsylvania so we can really link the needs and priorities from those data into our goals and activities and objectives.

And what I noticed was missing was some really good data around needs and priorities for the same

communities that we knew that were hidden, and the same Communities of Color, the same communities that are experiencing homelessness that we didn't see their data anywhere. And sometimes when we saw it, we saw the data was inequitable in the way it was being sourced and disseminated.

So I really want to think about that as we develop a statement of the problem is including data that may come from beyond traditional data sources and make sure it is centering people and people's experience.

One of the examples we did is in the past year I engaged with people with lived experience from a racial equity subcommittee from our developmental disability service agency in Pennsylvania, and restarted you from data, just data they had around People of Color and of their access. And we realized we needed to do some conversations or some serving actual people and their experience.

So we developed a survey is a subcommittee and gave it out to people within the service system, so I know we are already missing a bunch of hidden people, but people in the service system who identify as People of Color and individuals and family members as well as service providers and ask them questions around how and when they were experiencing racial equity, racism, that type of stuff.

From that we were able to think about one of the things that came up a lot, an example, until we worked that into the recreation of a more diverse and equitable goal and activity was we saw that a lot of people said I can't find a specialist to provide a service who looks like me.

This is a very small goal but hopefully this will help you guys think about the way I was thinking about the data to the way we highlighted it in our five year plan.

So people weren't saying they couldn't get services because of the color of their skin, but they were saying they couldn't find a culturally competent service provider. Right? An example might be they wanted an SLP that looked like them and would help them to learn and gauge language that was the same type of language that them and their families for speaking at home, right, and they couldn't find someone like that.

We were able to take those types of data points and walk them into when we think about our preservice training for SLP professionals, how were we making sure that we were highlighting activities that link back to the data that will allow for equity and access, and eventually a better and more competent experience for the individual receiving the services.

So it means sometimes that we are not using those large and big government data sources. We are still using them but we are finding other data sources that may supplement or complement those in



other additional ways, looking at nontraditional sources, talking to advocates through things like TikTok, getting new and different perspectives into the work we are doing.

The last piece around this for me is around really probing the source and impact of disproportionate representation within data. And for me this really is about recognizing the structural forces at play and the material implications of people being made known by data.

I am an anthropologist so I think about power all of the time, but for me it's really about finding sources that help you to understand that the data that we are relying on isn't data that has been used to reify or continue to dismantle the people in which they are interrogating or helping to understand.

One of the sources that I rely on to understand how the data is being made and if it is really equitable in its meaning is there is a data source for the University of Pennsylvania that is called centering racial equity throughout the data integration, and there is a toolkit there that helps you to really understand how the data make itself reifying the issue that you are trying to better understand.

>> DANIEL CRIMMINS: Thank you Sally. I'm going to just pause for a second and let my colleagues here cue up for the lightning round of either tricks or last thoughts.

But I am blown away that the three of you have just so beautifully captured first the diverse pressures and expectations of folks who work in these academic settings, being the change agent sometimes for a state, and the pressures that come with that, but the commitments you are showing.

But also, Sally, your last point of I didn't know that data source, of got to check that one out, but for each of you the commitment to doing what we do as university programs better as university programs.

Not that we can't seek to achieve equity for its own sake, but how do we ensure our programs really exemplify that.

So I will pause, and Aubyn, any tricks you want to offer for perspectives?

>> AUBYN STAHLER: You know, probably most of the people writing grants have done it more often than I did. It was my first time.

But I would say that there are a lot of places where I wanted to say the same thing because it felt important, so it was really important to have someone who wasn't working on the writing read through it and say you set this in four places, pick one place and point to it. I think that was one of the really helpful things to help cut, because we had so many pages and yet it was so long. But that was helpful.

>> DANIEL CRIMMINS: Thank you for that. And it is a temptation at times to say well, they asked for it in the guidance again, so maybe I should say twice. But yes, that page limit, that stuff. That's a good one. Thank you. Derrick?

>> DERRICK WILLIS: Yes, is still a work in progress for us. I think each time you have the opportunity to develop a five-year plan, we have scanned yours, Dan, and looked at Aubyn's as well as said how can we improve what we do.

So it is still a work in progress. We are getting better at it.

And I don't know if it is a fact that I say leader, I can't take credit for all of the things we are doing here in this space. Because I set the tempo but I have to say that my staff is amazing and when they come to the table I learned from them. And we learned so much from our engagement in the community and the people we are serving.

So it's a two way street, but again in terms of the writing pieces of it, we are still in the process of trying to figure out what is that sweet spot. And I think again just like cultural competency, it will be something that we will continue to gain experience, knowledge, and continue to build on as we write these and get better at writing these things.

>> DANIEL CRIMMINS: Thanks Derrick. Sally?

>> SALLY GOULD-TAYLOR: Those are hard to follow because I think everything that both Aubyn and Derrick said are things we are trying to incorporate in what we do. Sometimes trying and failing, but sometimes Dragon moving forward.

For me it's about remembering and making the commitment and being vocal about the commitment. But this is not my work. This is not the university's work. This is the people's work. And that sounds bad, but there is not any idea that shouldn't be included in the way we are thinking about what we plan to do in the next five years, there is not anyone idea or anyone perspective that should not be included.

And feeling like it's my job as a leader to make sure that is really well known by the community of people that I work with, both as staff and faculty, but also as partners.

>> DANIEL CRIMMINS: Thank you. Just a couple of things, one of them I really appreciate is that Aubyn and Sally you have each admitted this, you are engaging in this process for the first time. And I really appreciate the new perspective and the openness to how do we move this agenda forward.

The other thing I wanted to say is that as someone who was asked what I get permission to have our grant be on the URC website, my first reaction was no, I don't want to share that, my secrets are in there. And I got over that.

But I think the collective sharing puts us in the position of realizing we are all in this together, and if we are going to make a commitment across the network, if we have tricks of the trade to share, let's share them. If we have good projects. We have always done that, but that has always been a little bit of this ownership that goes with our academic or intellectual property that we guard.

But I think you CD4 pushing me out of my comfort zone and I think Aubyn for having hers in their.

But I think all of you with your similarities and differences that reflect your state, it's part of who we are.

I'm looking at the time and I don't see any questions there except for Katie asking people to fill out the evaluation survey.

I really thank you guys. I think you are doing great work in a difficult time, and the commitments really I think offer great promise. So I appreciate you taking the time to do this.

>> DERRICK WILLIS: Dan, I did want to offer one thing just touching on your hesitancy to share this stuff. As Martin Luther King said, we are in an inescapable network of mutuality. Right? And tied to a single garment of destiny. And whatever affects one directly affects all indirectly.

So I just see this network is so powerful, we have so much potential, and I hope that we do all have that spirit of learning from each other, growing from each other, and sharing our experiences and learnings. And I think this webinar is just an example of what AUCD is doing to help advance he practices as well. So thank you, Dan, for facilitating this.

>> DANIEL CRIMMINS: Derrick, thank you for making me lofty instead of petty.

But no, I really appreciate that. Yes, it is such important work that we do. And any efficiencies that we can find. Aubyn said how do we get bang for the buck since we have limited bucks.

Thank you all and thank you Katie for hosting and thank you Sarah somewhere in the background for your work over the years.

>> KATIE JOHNSON: Thank you, and again all of the slides will be available on our website and so

will the webinar. Thank you to all of our presenters and have a good afternoon or evening wherever you are.

>> SALLY GOULD-TAYLOR: Thanks everyone.

>> AUBYN STAHMER: Thank you, it was fun.

>> DANIEL CRIMMINS: You guys are great.

Thanks Katie.

[Recording stopped]