



**WEB-BASED LEARNING & REFLECTION FORUM
June 30, 2015**

**Influencing Change in Public and Organizational Policy in Support of Cultural Diversity and
Cultural and Linguistic Competence**

Forum Presenters

Diana Autin, Executive Director

Statewide Parent Advocacy Network of New Jersey

Tawara D. Goode, Principal Investigator

Leadership Institute for Cultural Diversity and Cultural and Linguistic Competence
Director, Georgetown University National Center for Cultural Competence
Associate Director, Georgetown University Center for Excellence in Developmental Disabilities

Andy Imparato, Executive Director

Association of University Centers on Disabilities (AUCD)

Thomas Uno, Associate Director

University Center for Excellence in Developmental Disabilities
Institute for Human Development,
Northern Arizona State University
Co-Chair AUCD Multicultural Council

Forum Description

Policy is one of the most underdeveloped areas in efforts to promote cultural diversity and advance and sustain cultural and linguistic competence within human services. Moreover, where such policy mandates and guidance exist, many within the intellectual and developmental disabilities (I/DD) network have been slow to both embrace, adhere to, and embed them within their respective organizations and programs. Since 2000, the DD Act has established the need for and the requirement 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."¹ Additionally Title VI, Section 601, of the Civil Rights Act of 1964 states that, "No person in the United States shall, on the round of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance."² Title VI has been further supported by Executive Order 13666, issued in 2000, and policy guidance issued by the U.S. Department of Justice on language assistance for individuals with limited English proficiency.^{3,4} This Web-based Learning and Reflection forum is designed to share examples from organizations that have recognized their own limitations, or those within the systems in which they are involved, related to the lack of cultural diversity and marginal attention that is given to fostering cultural and linguistic competence.

Forum Objectives

Participants will:

1. Define a model of cultural competence including the role of policy in its implementation.
2. Define linguistic competence (Goode & Jones framework).
3. Cite legal mandates and requirements (policy directives) for language access for individuals with limited English proficiency.
4. Describe three approaches to influence change in organizational and public policy that promote cultural diversity and advance and sustain cultural and linguistic competence.
5. Reflect on the role of leadership in bringing about such change.

REFERENCES

1. The Developmental Disabilities Assistance and Bill of Rights Act of 2000, Subtitle A — General Provisions, SEC. 101. FINDINGS, PURPOSES, AND POLICY. [42 USC 15001]; and SEC. 102. DEFINITIONS. [42 USC 15002]
http://www.acl.gov/Programs/AIDD/DDA_BOR_ACT_2000/p2_tl_subtitleA.aspx
2. Title VI of the 1964 Civil Rights Act, 42, U.S.C. §§ 2000d -2000d7.
<http://www.justice.gov/crt/about/cor/coord/titlevistat.php>
3. Executive Order 13166. Improving Access to Services for Persons with Limited English Proficiency.
<http://www.justice.gov/crt/about/cor/13166.php>
4. Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons Federal Register /Vol. 67, No. 117 /Tuesday, June 18, 2002
<http://www.lep.gov/13166/eo13166.html>
5. Northouse P. G. (2001). *Leadership: Theory and practice*. 2nd. ed., Thousand Oaks, CA: Sage Publications., Inc.