OPEN DOORS FOR MULTICULTURAL FAMILIES

WHO WE SERVE
Culturally & Linguistically Diverse families who have loved ones with developmental/intellectual disabilities & special health care needs

MISSION
Equal access to culturally and linguistically appropriate information, resources & services
LEARNING OBJECTIVES

1. Identify common challenges experienced by CLD youth & families in post-secondary outcomes
2. Identify key principles and practice for culturally sensitive transition services
3. Identify strategies to increase professional & agency capacity at your agency
4. Learn about transition-related resources (development in progress) by Open Doors
<table>
<thead>
<tr>
<th>US Census State Quick Facts</th>
<th>WA State</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population, 2014 estimate</td>
<td>7,061,530</td>
<td>318,857,056</td>
</tr>
<tr>
<td>White persons, percent, 2014</td>
<td>77.7%</td>
<td>73.4%</td>
</tr>
<tr>
<td>Black persons, percent, 2014</td>
<td>3.6%</td>
<td>12.7%</td>
</tr>
<tr>
<td>American Indian and Alaska Native persons, percent, 2014</td>
<td>1.4%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Asian persons, percent, 2014</td>
<td>7.8%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander persons, percent, 2014</td>
<td>0.6%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Persons reporting two or more races, percent, 2014</td>
<td>5.4%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Persons of Hispanic or Latino Origin, percent, 2014</td>
<td>12.2%</td>
<td>17.3%</td>
</tr>
<tr>
<td>White persons not Hispanic, percent, 2014</td>
<td>87.8%</td>
<td>82.7%</td>
</tr>
<tr>
<td>Language other than English spoken at home, percentage 5+, 2010-2014</td>
<td>18.8%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

US Census Bureau (2014)
Washington is home to 943,663 Immigrants

46.3% are naturalized US citizens

86.5% of children with immigrant parents in WA are US citizens

Source: American Immigration Council
STUDENTS RECEIVING SPED IN WA (2014)

Special Education Students Ages 3-21, N=374,631

- Caucasian/White: 56.57%
- Hispanic or Latino: 23.45%
- Black/African-American: 6.14%
- Asian: 3.78%
- Native Hawaiian / Pacific Islander: 0.78%
- Multiracial: 7.06%
- American Indian / Alaska Native: 2.23%
BRIDGING GAPS FOR CULTURALLY & LINGUISTICALLY DIVERSE YOUTH AND FAMILIES
FRAME WORKS FOR FAMILY ENGAGEMENT IN TRANSITION PLANNING

References: National Collaborative on Workforce and Disability. The Guidepost for Success
FRAME WORKS FOR FAMILY ENGAGEMENT

Set high expectations based on student’s strength and interests

Support student to achieve independence

Access to transition related information & resources

Actively participate in the transition planning

Be knowledgeable of rights and responsibilities under different laws, regulations for programs and services.

References: National Collaborative on Workforce and Disability. The Guidepost for Success
ENGAGING CLD YOUTH & THEIR FAMILIES IN TRANSITION

What are the common challenges experienced by CLD youth & their families in Transition?
CHALLENGES CLD YOUTH & FAMILIES EXPERIENCE AT DIFFERENT LEVELS

Culture / Law

Systemic barriers

Professional-family relationship

CLD students & families
FACTORS IMPACTING CLD YOUTH & FAMILY’S INVOLVEMENT IN TRANSITION PLANNING

- Language spoken at home & in community
- Time in community
- Legal status
- Reason for relocation
- Values about family
- Values about education & work
- Beliefs around disability & health
- Impact of Trauma & Crisis events
- Contact with cultural & religious institution, (holidays, food & clothing)
- Oppression, Discrimination, bias & racism
- (structure, power, myths & rules)

Dr. Eleane Congress (2007). Culturagram
COMMON CHALLENGES FOR CLD YOUTH & FAMILIES

- Language Barriers
  - Lack of competent interpreters
  - Written materials are not available in their primary languages
  - Cross cultural miss communication

- Family hierarchy:
  - who makes the life decision for the person with disabilities

Source: Open Doors for Multicultural Families
Greene (2011). Transition Planning for Culturally & Linguistically Diverse Youth
### FACTORS CONTINUED ...

<table>
<thead>
<tr>
<th>Cultural Bias from professionals</th>
<th>Unmet IEP goes over years</th>
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<tbody>
<tr>
<td></td>
<td>Families uninformed of transition resources/services</td>
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<tr>
<td></td>
<td>Interpreter not provided for critical meetings</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>System services mismatch family’s beliefs:</th>
<th>Service/system focus on employment</th>
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<tr>
<td></td>
<td>Concept of independence</td>
</tr>
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<td></td>
<td>Available services vs. community needs</td>
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</table>

<table>
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<tr>
<th>Systemic barriers</th>
<th>Adult service eligibility for noncitizens</th>
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<tbody>
<tr>
<td></td>
<td>Systems not reflecting community needs</td>
</tr>
</tbody>
</table>

Source: Open Doors for Multicultural Families
Resource: Greene (2014) Transition of culturally and linguistically diverse youth with disabilities: Challenges and opportunities
HOW CAN WE SUPPORT CLD STUDENTS FALLING THROUGH THE CRACK?
INTEGRATED SERVICES

**CLD Student with disabilities**
- Summer Youth Job Readiness Program
- Youth Leadership & Advocacy Program

**CLD families**
- Individualized Family Support
- Parent Training workshops
- Parent Support groups

**Professionals & Providers**
- Collaboration in family support
- Mediate & build relationships
- Cultural Competence Trainings

**System**
- System Advocacy
- Legislative forum
SERVICES FOR CLD YOUTH

Summer Job Readiness Program

15 Youth from CLD backgrounds
• Ages 16-21

Topics:
• Disability disclosure
• Job exploration
• Money management
• Transportation trainings (field trips)
  Etc...

Leadership & Advocacy Program

20 Youth from CLD backgrounds
• Ages 14-21

Topics:
• Disability disclosure
• Self-advocacy
• Leadership
• Community services (field trips)
  Etc...
SERVICES FOR CLD FAMILIES

Individualized family support
- Language & cultural supports (Spanish, Korean, Somali, Khmer)
- Special Education
- Systems navigation
- Disability related resources

Parent support groups
- Korean, Somali, Latino, Cambodian & Deaf-Latinx
- Family-to-Family supports
- Information chosen by families

Parent training workshops
- Collaboration with School
- Commonly identified topics by parents

* Both parent support groups & workshops provide language supports, childcare, transportation stipends, & food for free
### STANDARDIZED PRINCIPLES: FAMILY CENTERED PRACTICE

<table>
<thead>
<tr>
<th>Youth / Family define what support they need</th>
<th>Many referred to ODMF based on professionals’ definition of “needs”</th>
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<tr>
<td></td>
<td>Adress unmet basic needs first (e.g., housing, food, etc.)</td>
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<tr>
<td>Language / cultural support</td>
<td>Bilingual/bicultural Family Support Staffs (Korean, Somali, Spanish, Khmer)</td>
</tr>
<tr>
<td></td>
<td>Interpreter for other languages</td>
</tr>
<tr>
<td>Address barriers to accessing ODMF services</td>
<td>Childcare</td>
</tr>
<tr>
<td></td>
<td>Transportation</td>
</tr>
<tr>
<td></td>
<td>Food</td>
</tr>
<tr>
<td>Role/function of FSS changes by family’s needs</td>
<td>Navigate / Guide</td>
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<tr>
<td></td>
<td>Mediate / Facilitate</td>
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<td></td>
<td>Advocate</td>
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</table>
COLLABORATION WITH PROFESSIONALS

- Work collaboratively with professionals
- Bridge cultural differences
- Build rapport/relationships

- Collaborate with school district to host workshops
- CLD families within district increase knowledge
- CLD families & teachers get to be more on same page

- Professional webinar series on effectively working with CLD youth and families in transition process
SYSTEMS ADVOCACY

County legislative forums
- Taken youths from YLAP to increase awareness on support for CLD youths & advocate for more support

State Legislative sessions
- Graduates of former YLAP are now part of Advocacy Program, focused more on advocacy at legislative level
- CLD youth & parents visited Olympia to meet & talk with legislators

Language Access
- CLD youth & families in advocacy programs are starting some work around language access issues in SPED
MULTICULTURAL PARENT TRAINING & INFORMATION CENTER PROGRAM (RSA GRANT)

CLD youth & families:
- Increase knowledge about transition & related services in their primary language
- Increase access to culturally responsive transition related services

Service System & Professionals
- Increase capacity to meet the need of CLD youth and their families
DELIVERABLES IN PROGRESS

Information Resource Guides
• Transition related info & resources in culturally sensitive manner
• Incorporate essential information for immigrant youths for transition
• 8 languages

Transition DVDs
• Reflective of Info Guide
• Story telling by CLD youth & parents going/went through transition
• 8 languages

Webinar trainings
• 5 modules
• Working with CLD youth & families in transition
• Working with an interpreter
• Adult service eligibility for non-citizens
• Cultural Brokering
• Culturally sensitive PCP

CENTER FOR CHANGE IN TRANSITION SERVICES
• Webinars start at 3:15 p.m. PST
• Webinars are free and open to the public.
• Clock Hours available for a small fee.
• Closed captioning available.

Register at SEATTLEUSETS

Meaningful Transition Planning for CLD youth with disabilities
This webinar will: 1) Highlight post-secondary outcomes and the impacts on Culturally and Linguistically Diverse (CLD) youth; 2) Offer insight on critical considerations in Transition Planning to achieve better post-secondary outcome; and 3) Examine how professionals & agencies could increase their capacity to serve CLD families

January 20th

Working with an Interpreter
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Thank you for participating!