



NCAPPS

National Center on Advancing
Person-Centered Practices and Systems

NCAPPS Racial Equity Learning Collaborative

A Partnership with the Georgetown University National Center on Cultural Competence

Introduction

Culture, language, and identity are core elements of what people bring to person-centered systems. At their best, person-centered systems are fully responsive to the unique cultures, languages, and identities of people they serve. At their best, person-centered systems acknowledge the effects of racism and pursue equity in access, quality, and outcomes. As the National Center devoted to advancing person-centered principles in long-term service and support systems, NCAPPS has convened a Learning Collaborative focused on racial equity in human service systems. In partnership with our colleagues at the Georgetown University National Center for Cultural Competence (NCCC), NCAPPS is fostering space for those interested in understanding and implementing antiracist principles and practices in human service systems.

The Collaborative was launched in November 2020 and will conclude in June 2021. Participants are engaging in self-reflection and developing a deep understanding of how each of us can promote racial equity within human service systems. Activities include 1) a shared reading of Ibram X. Kendi's book *How to Be an AntiRacist*, and 2) self-reflection experiences designed to apply the antiracist concepts to our roles in human service systems.

Goals of the Learning Collaborative

Participants will engage in deep personal work to identify their own belief systems about race and racism. Participants will gain practice, experience, and tools to confront biases and develop an increased capacity to engage in dialogue about race and racism.

It is our long-term goal that participants will be better equipped, as individuals and members of their respective organizations, to 1) identify policies, structures, practices, behaviors and attitudes that underpin racism; and 2) facilitate and influence change within their organizations and systems.

Timeline and Participants

The Racial Equity Learning Collaborative is taking place virtually between November 2020 and June 2021 over eight sessions of 90-minute guided dialogues. The thirty-five participants in this Learning Collaborative include human service professionals who are part of state teams currently receiving and delivering NCAPPS technical assistance. Participants include direct support professionals, peer specialists, coordinators, managers, administrators, and leadership. We anticipate sharing what we have learned during an upcoming NCAPPS webinar in summer 2021.



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Learning Collaborative Faculty



Tawara D. Goode is an assistant professor and director of Georgetown University National Center for Cultural Competence (NCCC) and University Center for Excellence in Developmental Disabilities (GUCEDD). She is recognized as a thought leader in the area of cultural and linguistic competence (CLC) and building the NCCC into a nationally and internationally recognized and award-winning program. She had a primary role in developing curricula, assessment instruments, professional development series, and other resources that support CLC. She conducts research on CLC and its role in addressing health and mental health care disparities – including populations at the intersection of race, ethnicity, and disability. Professor Goode’s publications include peer reviewed articles, book chapters, policy papers, guides, and instruments that support cultural and linguistic competence in a variety of human service and academic settings.



Vivian Jackson is a faculty member of the National Center for Cultural Competence at the Georgetown University Center for Child and Human Development where she provides training, technical assistance, and consultation related to cultural and linguistic competence. Recent and current projects include the Office of Intellectual and Developmental Disabilities funded *Leadership Institute for Cultural Diversity and Cultural and Linguistic Competence* and the *Community of Practice for Cultural Diversity and Cultural and Linguistic Competence*. She has served on the National Association of Social Workers’ National Committee on Racial and Ethnic Diversity where she has contributed to revisions of *NASW Standards and Indicators for Cultural Competence in Social Work Practice*. As a member of NASW’s Presidential Diversity Task Force, Dr. Jackson co-authored, *Institutional Racism and the Social Work Profession: A Call for Action*.

About NCAPPS

The National Center on Advancing Person-Centered Practices and Systems (NCAPPS) is an initiative from the Administration for Community Living and the Centers for Medicare & Medicaid Services to help States, Tribes, and Territories to implement person-centered practices. It is administered by the Human Services Research Institute (HSRI) and overseen by a group of national experts with lived experience (people with personal, first-hand experience of using long-term services and supports).

You can find us at <https://ncapps.acl.gov>

About NCCC

The Georgetown University National Center for Cultural Competence (NCCC) provides national leadership and contributes to the body of knowledge on cultural and linguistic competency within systems and organizations. The mission of the NCCC is to increase the capacity of health care and mental health care programs to design, implement, and evaluate culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity.

You can find us at <https://nccc.georgetown.edu/>