

Diversity and Health Equity Peer Learning Collaborative APPLICATION OVERVIEW

Are you interested in:

- Improving your training program or institution's practices around diversity or health equity?
- Revamping your existing practices related to training on cultural and linguistic competence?
- Looking for resources, tools, and best practices related to diversity, cultural and linguistic competence and health equity initiatives?

If so, join the 2017 Diversity and Health Equity Peer Learning Collaborative!

The Diversity and Health Equity Peer Learning Collaborative will facilitate the sharing and use of information, and highlighting successes, challenges, and solutions to more effectively address diversity and health equity within MCH Training programs. Each Training Program or Team of Training Programs within one academic institution will be required to identify a project that will be addressed through the Learning Collaborative. The project should result in a policy or practice change through the use of a quality improvement cycle to address the change. The proposed project should have clear and achievable benchmarks consistent with timeline of this collaborative (January-June 2017). Using rapid cycle improvement or PDSA (Plan-Do-Study-Act) will encourage incremental, iterative actions informed by peer, consumer, and expert feedback. Collaborative participants will address three (3) key questions to direct their efforts over the course of the Collaborative:

- 1) *What changes are we trying to accomplish with respect to diversity and health equity?***
- 2) *How will we know if the changes result in an improvement?***
- 3) *What actions can we take that will result in an improvement?***

The Collaborative will also provide a structure to document outcomes that can be shared more broadly to help accelerate progress among all Training Programs.

The following activities and resources will be offered to teams participating in the Collaborative.

- ***A kick-off, face-to-face meeting.*** At the start of the Collaborative, core team members will be invited to attend a face-to-face meeting with all current Collaborative participants, including fellow teams, MCHB representatives and other diversity partners. The opening meeting provides an opportunity for cross-team networking, team-building exercises, as well as the refinement of team action plans. This meeting will be held **February 8-9, 2017 in Birmingham, Alabama.**
- ***Regular Webinars and Web-based team sharing opportunities.*** Throughout the course of the Collaborative, a number of Web-based activities will be offered to participants. These will include, but may not be limited to, "team shares" and Webinars. During the team shares, teams report on their latest activities, challenges and upcoming plans. Fellow Collaborative members, Federal staff and facilitators provide feedback and input. Webinars feature guest speakers on topics of special interest to teams.

- **Online Collaborative Community of Practice** All Collaborative participants will receive access to an online forum that will serve as a repository of MCH- and diversity-related resources and tools as well as a discussion forum.

Team Requirements & Expectations

The Diversity and Health Equity Peer Learning Collaborative will begin in January 2017 and end in June 2017. Collaborative teams should consist of 3 core members. You may include up to five members, who will function as your “home team,” but only the 3 core team members will travel to the in-person meeting. Travel and hotel expenses to attend the in-person meeting will be covered through the Collaborative. Please consider including individuals at the university level, e.g. Office of Diversity, Admissions Office, etc., on the “home team” who have the ability to work on action steps and create change across programs within an academic institution. “Home Team” members may also include trainees or local partners that are not MCH Training Program grantees, such as individuals from neighboring educational institutions or community agencies.

Teams are expected to participate for all 7 months and take part in the following activities:

- *An introductory Web meeting in January.*
- *The Collaborative Kickoff Meeting.* This is an in-person meeting that will take place on February 8-9, 2017 in Birmingham, AL. Three core team members should attend.
- *Regular meetings of the core team throughout the Collaborative* (i.e., approximately once a month). Teams should meet regularly to plan and report on implementation of key action steps. Teams are encouraged to include Collaborative facilitators in the meetings or regularly update facilitators on their progress. Facilitators will report team progress to MCHB.
- *Web-based team shares and Webinars.* At least 2 core team members are required to participate in each team share meeting and Webinar. Home team members are welcome to join both team shares and other Webinars at their convenience.

Instructions & Next Steps

Applications are due by **Monday, November 28, 2016**.

The application process is being managed by Altarum Institute under contract with the University of Alabama at Birmingham and supported by the Maternal and Child Health Bureau, Division of MCH Workforce Development. Please submit your application to: mch-trc@altarum.org. Questions regarding the Diversity and Health Equity Peer Learning Collaborative can be directed to Tina Simpson at uableah@uab.edu. Questions regarding submission of the application can be directed to Denise Raybon at denise.raybon@altarum.org.

All teams that submit will be notified of their status by December 16. Up to 6 teams will be selected for participation.

Diversity and Health Equity Peer Learning Collaborative
APPLICATION
Due November 28

Please answer the following questions (Limit each response to one paragraph).

1. Describe your program's or institution's primary objective for wanting to participate in a Diversity and Health Equity Peer Learning Collaborative. As a Peer Collaborative participant, what would be 2-3 key action steps that you would like to take within your program, university, etc. in relation to diversity, cultural and linguistic competence and/or health equity?
2. Describe your training program's or university team's current efforts to increase racial and ethnic diversity among trainees and faculty members.
3. Describe your training program's or university team's current efforts in addressing cultural and linguistic competence and health equity among trainees and faculty members.
4. How has your training program's or university team's efforts to increase racial and ethnic diversity in programs and address cultural and linguistic competence aided your program in a) responding to health disparities and inequities in surrounding vulnerable and underserved communities and b) preparing trainees to do this work once they enter the MCH workforce?
5. Describe your training program's or university team's experience with quality improvement (PDSA) initiatives? Did any of the initiatives address diversity, cultural and linguistic competence, and/or health equity?
6. To what extent are you able to lead/implement efforts aimed at increasing racial and ethnic diversity, addressing cultural and linguistic competence, and/or addressing health equity at your institution?
7. How will participation in the Peer Collaborative enhance your training program's or university team's capacity to move forward in addressing racial and ethnic diversity, cultural and linguistic competence, and/or health equity in the training program?
8. What resources (skills/knowledge, perspective, experience, innovations) does your team bring to the Peer Collaborative that could help support other teams participating in the Collaborative?
9. Please describe your team's potential project for this collaborative aimed at addressing racial and ethnic diversity among trainees and faculty members, cultural and linguistic competence among trainees and faculty members, and/or health equity. The proposed project should have clear and achievable benchmarks consistent with timeline of this collaborative (January – June 2017).

Optional: Include suggestions for specific topical areas within diversity, cultural and linguistic competence, and/or health equity that you would like to see addressed during the peer learning sessions and also include any suggestions for speakers with subject matter expertise and/or experience around these topics

The Team: Include each team member's name, title, agency/organization, address, phone and fax numbers, e-mail address, and a brief 3-5-line rationale for inclusion on the team. Be sure to indicate who will function as the team leader(s). The team leader should be an active participant and capable being and maintain a highly effective team and ensuring follow-through on action items. The core collaborative team should consist of 3 members. You may include up to five members, who will function as your "home team," but only the 3 core team members will travel to the in-person meetings. Please consider including individuals at the university level, e.g. Office of Diversity, Admissions Office, etc., on the "home team" who have the ability to work on action steps and create change across programs within an academic institution. "Home Team" members may also include trainees or local partners that are not MCH Training Program grantees, such as individuals from neighboring educational institutions or community agencies.

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