



**Objective: Recruit and retain a diverse trainee pool.**

Recruiting and retaining a diverse pool of trainees has been widely recognized as improving workforce diversity and improving services, especially in the health care field. The CLAS Standards (pp. 15-16) highlight "an increased need for health and health care professionals and organizations to provide effective, high-quality care that is responsive to the diverse cultural and linguistic needs of individuals served. The need for culturally and linguistically appropriate care is particularly great since similar demographic changes have not occurred in the health and health care workforce (e.g., Genao et al, 2003; Institute of Medicine [IOM], 2004; Sullivan & Mittman, 2010. Given the important role that culture plays in health and health behaviors (Kleinman, Eisenberg, & Good, 1978; Tseng & Streltzer, 2008), the lack of workforce diversity is significant since it widens the cultural gap that already exists between health and health care professionals and consumers, which subsequently contributes to the persistence of health disparities (Brach & Fraser, 2000; Genao et al., 2003). The provision of culturally and linguistically appropriate services can help to bridge this gap".

The Toolkit builds on current work within the AUCD network. Carmen, Christensen, Clarke, and Perry (2014) described the need for a diverse training pool in a poster presentation stating, "Network members are responsible for training leaders so they are better positioned to impact the lives of individuals with disabilities....There is compelling research that health care providers of diverse backgrounds are more likely to work in underserved communities. Therefore, with the nation's growing diverse population and the persistent racial and ethnic disparities that exist, it is essential that the disability workforce resemble and be skilled in addressing the unique needs of underserved populations".

**Strategies:**

1. Work with Minority Serving Institutions, community colleges, and high schools in under-resourced communities to set up mutually-beneficial internships, volunteer opportunities, course credits, service learning, work study, apprenticeships, and other opportunities for high school, undergraduate, and graduate students interested in learning about disabilities. Promote opportunities heavily to underrepresented students.
2. Set a goal for increasing diversity of trainees.
3. Set goal for increasing diversity of families involved in UCEDD/LEND who provide family training experiences to trainees.
4. Invest early by reaching out to high school, community college, and undergraduate students in underrepresented communities with a focus on providing internships, assistantships, mentorships, and other engaging opportunities to underrepresented groups. Recognize that the return on investment is not immediate or definite.

5. Partner with Minority Serving Institutions to develop collaborative opportunities for trainees.
6. Help trainees feel vested in and connected to network by representing Center/Program in career fairs and other student recruitment efforts, and by funding travel to Disability Policy Seminar and AUCD conference.
7. Partner with faculty in University and Colleges to include a culturally appropriate, plain language recruitment flyer in multiple modes for accessibility (i.e., Braille, digital, translated into needed languages) in student welcome packets, at high school college fairs, and anywhere else young students will have access.
8. Encourage and support culturally relevant scholarly activities that acknowledge and respect systems of beliefs and practices in I/DD (intellectual and developmental disabilities) decision-making, care, support, healing, education and advocacy that emerge from different cultures and communities where diverse populations live, and are led by people from those cultures and/or scholarly allies who understand those traditions and systems.
9. Incorporate cultural and linguistic competence into every class, workshop, and other training, preferably in the beginning of the program, so that knowledge and skills can be implemented and developed throughout the year. (See resources in objectives addressing safe spaces, and training.)
10. Partner with families, foundations, other investors who might have interest in funding scholarships or an endowment fund for trainees from marginalized communities.
11. Identify colleges within Universities that succeed in recruiting diverse student populations, and develop collaborative partnerships and strategies.
12. Recruit trainees and provide disability acceptance and action information (moving beyond disability awareness) at student clubs, including various cultural clubs, fraternities, and sororities.
13. Ensure interdisciplinary training programs incorporate leadership development, mentorship, life skills, work/life balance, and such. Consider each trainee as a whole person, and consider the lives that non-traditional, disabled, first-generation, or immigrant students may lead and put in place supports to aid retention.
14. Cross-list disability and other culture-related courses with other departments. For example, list with Liberal Studies if the University requires liberal studies courses for students to graduate. Align courses with what students have to take as part of their requirements.
15. Partner with Centers for Independent Living to explore higher education needs and opportunities for youth with disabilities.
16. Encourage previous trainees or service recipients to be a significant part of recruitment efforts.
17. Get involved, and encourage trainees to get involved in national conversations related to empowering students.
18. Connect with campus groups supporting non-traditional and first generation students to learn the experiences of those students, share information, and get their feedback on UCEDD/LEND training program offerings.
19. Include diverse people with disabilities as trainees, faculty, and program partners.

20. Infuse principles of family-centered care and shared decision-making within the training program.
21. Ensure curricula for trainees address resiliencies, disparities, and inequities across communities, populations, and cultures.