



Embedding Cultural Diversity and Cultural and Linguistic Competence *A Guide for UCEDD Curricula and Training Activities*

Georgetown University Center for Child and Human Development (GUCCHD), the District of Columbia's University Center for Excellence in Developmental Disabilities (UCEDD) and the UCEDDs at Georgia State University and the University of Southern California, Children's Hospital Los Angeles are partnering to conduct the *Embedding Cultural Diversity and Cultural and Linguistic Competence: A Guide for UCEDD Curricula and Training Activities Project*. The project is collaborating with the Association of University Centers on Disabilities (AUCD) and a national advisory committee composed self-advocates, family members of individuals with developmental disabilities, and CLC experts to provide guidance and inform its activities.

Phase 1. Project faculty and staff are conducting an environmental scan consisting of:

- A scoping review of the juried literature on CLC curricula and training focused on developmental disabilities.
- Structured interviews with all UCEDD Directors to ascertain a baseline of current understanding, commitment, and concerns about integrating diversity and CLC into their programs.
- A vetting process of the extant CLC curricula and training resources used by UCEDDs focused on such topics as diversity, inclusion, disparities, disproportionality, and academic-community partnerships.

The project will develop a final report of findings and recommendations from the environmental scan that will be shared via a virtual town hall meeting and disseminated on this website.

Phase 2. Project faculty and staff will develop a comprehensive web-based resource of recommended training approaches, activities, and subject matter content across the four UCEDD core functions. This resource will address curricula and training activities at all levels of the UCEDD, including:

- Directors, policy makers, and administrators;
- Practitioners (i.e., faculty, staff, and trainees);
- Individuals (those with intellectual and developmental disabilities and their families); and
- Community (i.e., diverse populations with an emphasis on unserved and underserved groups based on such factors as race, ethnicity, language, immigrant/refugee status, sexual orientation, gender identity, socioeconomic status, and geographic locale).

The project will use multiple modalities to engage stakeholders to review, provide input, and contribute to building consensus on the final web-based resource.

Project outcomes include:

- The first national UCEDD inventory and report of CLC training and diversity resources, developed specifically for individuals with intellectual and developmental disabilities and their families, that have been vetted for quality and consistency using criterion based on widely accepted CLC frameworks.
- A set of national recommendations for the UCEDD network that will serve as a foundation and establish a standard for curricula, training, faculty and staff development, and community engagement across all core functions.
- A matrix to apply proven organizational and behavioral change strategies for the work of increasing diversity and advancing and sustaining CLC.