

PROFESSIONAL DEVELOPMENT

As Extension modifies its programming and services to meet the needs of its changing constituency, several Extension programs across the country have created professional development curriculum and training to support Extension professionals in designing effective programming for the rapidly growing Latino population.

California

In the fall of 2013, the University of California 4-H Youth Development Program committed to invest resources into existing staff to improve intercultural competency, the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. This was a strategic decision. In addition to hiring staff with these skills and provide continuing education, California felt it was necessary to build the intercultural development skills of current staff, academics and volunteers as they are responsible for working as a team to meet diversity and inclusion goals and outcomes of 4-H. They felt this strategy was necessary if they were to develop inclusive programming rather than "separate but equal" program opportunities for Latino youth and families.

A team that consisted of state level 4-H and academic and staff personnel, 4-H youth development advisors, and other advisors helped develop and implement a long term plan. The intentional inclusion of academic and staff personnel was to begin the process of institutional commitment for and change in intercultural competency at the juncture of hiring decision making and support for all staff and academics within and outside of 4-H. In addition, the inclusion of NFCS advisors to the team was to expand the training beyond the 4-H youth development advisors and include a non-4-H perspective to the team.

In February 2014, the team participated in an IDI QA training (Intercultural Development Inventory Qualified Administrator). The IDI was used as the cultural assessment tool because it is a cross-culturally valid, reliable and a generalizable measure of intercultural competence. Intercultural development was measured across a continuum adapted from Milton Bennett's Developmental Model of Intercultural Sensitivity and consists of the following developmental

stages: denial, polarization, minimization, acceptance, and adaptation. The two and one-half day IDI seminar consisted of each team member taking the IDI assessment (a 50-item questionnaire), learning the IDI components and assessment tool results, and learning how to administer a colleague's IDI results.

The next steps included IDI presentations of the process to key stakeholders. Presentations were first given to the UC ANR Senior Leadership, followed by County Directors and then 4-H staff and academics for the purpose of introduction, answering of questions, and to gain support. Of key importance was the buy-in from County Directors such that they would support their 4-H staff and academics to dedicate time to the process of developing cultural competency. All 4-H state- and county-level staff and academics and some 4-H adult volunteers were invited to take the IDI assessment tool. Results of the completed IDIs were given to groups based on job category - academic, program staff, adult volunteer. Each individual also engaged in at least two one-on-one phone calls with a QA to review the IDI results and begin the process of developing individual goals, goals that reflected opportunities to improve one's individual intercultural development.

Each individual was then joined with colleagues to a Community of Practice (CoP), each community consisting of six to nine individuals and an IDI QA facilitator. The CoP was composed of individuals of various intercultural development levels, not a group of individuals within one type of developmental orientation. The facilitator's role was to foster open dialogue with structured learning to help the group be focused. During the 4-H program year, the members of the CoP met by conference call for five or six sessions, each lasting 60 to 90 minutes. Between each session, members were to complete activities that helped foster intercultural development. Within the program year, each member who participated in the IDI and at least one feedback session with a QA was invited to attend an intercultural development conference. The conference was held at multiple sites throughout the state to ensure small enough groups to promote engagement and discussion. The conference was focused on cultural competence, cultural commonalities and differences and the beginning stages of action planning. At the conclusion of the program year, April 2014, all participants took an IDI follow-up to measure change in cultural competence during the intentional period of professional development.

For more information, please contact Dr. Shannon J Horrillo, Associate Director of 4-H Program and Policy via phone at (530) 750-1334 or through email at sjhorrillo@ucanr.edu.

North Carolina

Center for International Understanding's Latino Initiative is unique in the nation. The Latino Initiative is an opportunity for North Carolina leaders to have a deeper understanding of immigration issue and, as a result, influence local approaches to integrating Latinos into our communities.

Close to 800 alumni have participated in the program since 1998. The model is to take a group of 30 civic leaders (education, health, law enforcement, elected officials) from three adjacent counties through a year-long training program that includes a short term international immersion experience in Mexico, the home country of the overwhelming majority of new Latino North Carolinians. Among the week's activities are seeing examples of community outreach and public services; learning about Mexico's education and health care systems; and interacting with Mexican families.



Informed by their experiences in Mexico, teams return to North Carolina to develop and implement local action plans to positively address community challenges.

For more information, visit: <http://ciu.northcarolina.edu/what-we-do/current-leaders-2/latino-initiative/>

New York

The Opening Doors Program is a research-based, three-day workshop designed to facilitate positive change on diversity within individuals and organizations. In the past 18 years, more than 1600 participants have benefited from the work-shop. It utilizes a holistic approach, focusing on mental, social/emotional, and spiritual growth. In the Opening Doors workshop participants will:

- increase their understanding of diversity by identifying and learning more about their own identity groups;
- develop a common language for talking about power, privilege and difference;
- examine how institutional and personal practices maintain inequalities among people and prevent us all from reaching our full potential;
- identify practical strategies for implementing and facilitating change collectively; and
- build alliances and networks.

Past participants have come from education, government, human service and non-profit organizations. This mixture adds a dimension of diversity that brings much richness to the process.

The Opening Doors model addresses the three critical elements necessary for creating change on diversity:

1. Dissatisfaction with the status quo,
 2. an inclusive and sustainable vision for what can be, and
 3. a process for getting there.
- There is a foundational belief that understanding differences in others as well as ourselves is a life-long learning journey. This supports the creation of a learning community. The experience each person brings is honored and participants are invited to share their wisdom and gain from the wisdom of others.
 - Diversity is explored through the range of human identities. Many other approaches address only one identity such as race or class, and others rank the relative importance of some identities over others. When people are able to see their own multiple identities, opportunities for growth increase dramatically.



- Opening Doors offers the vision of partnership. Many diversity initiatives focus on what is, without also focusing on what can be. Without a vision of where we are headed, it is easy to get stuck examining our problems and never move forward. Throughout the workshop there is a focus on understanding the dynamics of power-over as well as strategies for transforming situations to ones of power-with.
- Finally, Opening Doors introduces a process for individual and institutional change.

For more information, contact <http://www.diversity-project.org>.

Washington

Cultural Competency Training is designed to assist outreach professionals expand their skills in working with diverse audiences. The overarching goals for the training are to assist participants to:

- Become more aware of their own personal and organizational cultures;
- Examine how our personal and organizational cultures affect our ability to work across difference, in both negative and positive ways; and
- Build skills to increase competencies as we work with others who are different from us.



For more information, contact <http://ext.wsu.edu/diversity/training/index.html>

Professional Conferences

Cambio de Colores/Change of Colors Annual Conference is a multistate conference about integration of immigrants in new destinations in the Midwest. It is a professional development opportunity that engages practitioners, researchers, and those working with immigrant



communities in sharing experiences and knowledge that facilitate the integration of immigrants in new settlement areas. Led by the University of Missouri, Cambio de Colores is a collaborative effort that includes University of Missouri Extension, the campuses of the Missouri system, and other educational institutions in the Midwest and the Southern regions, as well as government and private organizations.

For more information, visit: <http://www.cambiodecolores.org/>

The National Conference on Race and Ethnicity in American Higher Education (NCORE) is a dynamic annual conference within the space of five days. It is a place of inclusion, and a place for building skills, alliances, and knowledge about issues of race and ethnicity in higher education. It is a place where individuals and institutions share their on-the-ground knowledge about: program development, student development, academic assessment tools, effective theoretical frameworks, latest practice-based research findings and radical and innovative experiential curriculum to transform higher education in its mission for diversity and inclusion for students, staff, faculty and leadership.

More than 1000 institutions and organizations participate, allowing the attendees to create new or elevate existing networks with premiere educators in the U.S. NCORE attendees can design their conference experience from a wide variety of over 250 sessions on race and ethnicity in higher education:

- professional development on skills for inclusive practices
- personal identity development to improve own work with diverse communities
- literacy about other specific ethnic/racial groups specifically in higher education settings
- multicultural leadership skills
- innovations in fine arts, humanities, social sciences and STEM based initiatives in student affairs and academic affairs



- alliance building skills across multiple identities and communities

For more information, visit: <http://www.ncore.ou.edu/>

Latinos in the New South: Inclusive Research & Extension Programming Conference SERA-37, the Latinos in the New South coalition, seeks to strengthen the capacity of the Southern region's land-grant institutions and other partners to address critical, contemporary issues in response to the growing Hispanic/Latino population in the South.

Objectives of the Conference

- Provide scholars, Extension personnel, other outreach professionals, administrators, and practitioners with a forum to discuss best practices, state or multi-state initiatives, research projects, and Extension programming targeting Hispanics/Latinos in the South.
- Stimulate the formation of multi-cultural and multi-disciplinary teams.

Topics of discussion include:

- Agriculture, Food
- Community Development
- Demographics
- Diversity, inclusion, cross-cultural issues
- Education
- Family and Human Development
- Health and Safety
- Leadership Development
- Youth

- Welcoming communities, newcomer integration

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