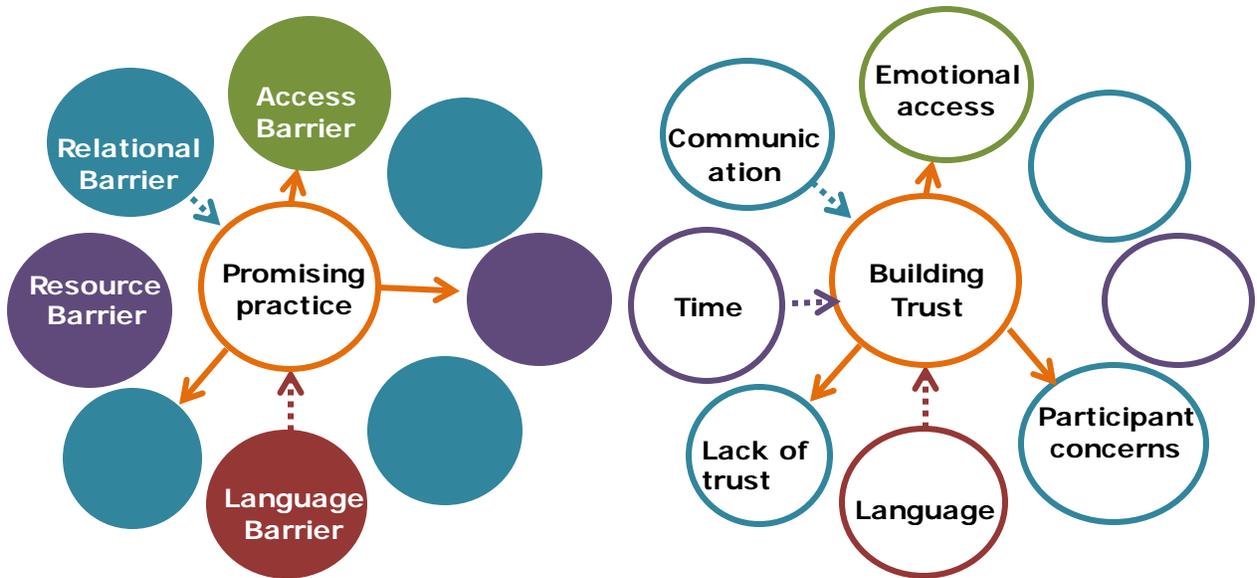


## Appendix A

### A Tool for Practitioners

Relationships between barriers and promising practices can be mapped out using diagrams like those shown below. In this model, a promising practice is placed in the middle circle and barriers to inclusive programming in the outer circles. Solid Lines with arrows moving from the practice to barriers indicate that the practice addresses those barriers. Dotted lines with arrows pointing towards the practice indicate the need for that barrier to be addressed in order to implement the practice. For instance, the practice of *building trust* ensures that participant concerns are addressed, creates trust among groups as well as between facilitator and participant, and improves emotional access to the program. At the same time, *building trust* requires time, a shared language, and open communication between all parties involved.

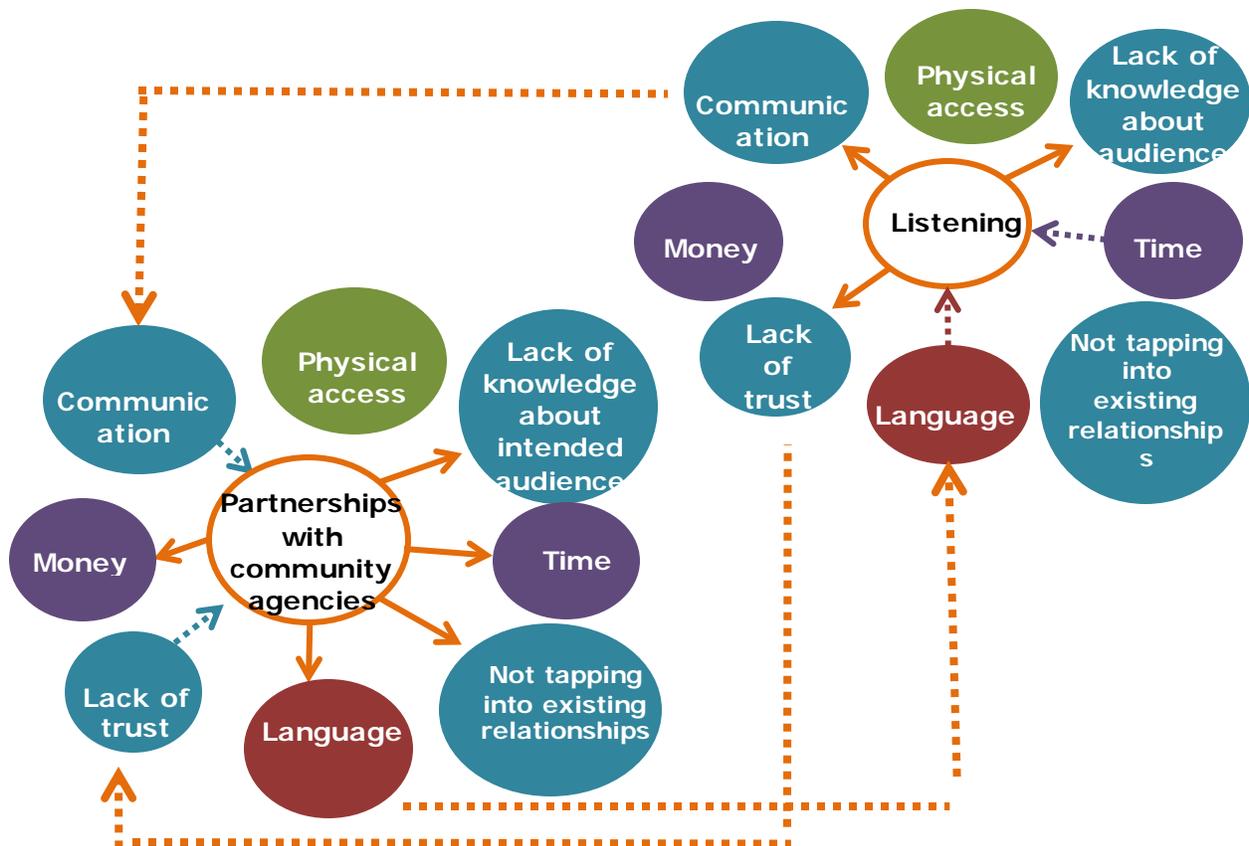


### How to use this tool

The diagrams above can also serve as a tool for practitioners thinking about challenges to inclusive programming and how they may overcome them. An educator can place promising practices they use, or ones they want to try, in the diagram and think about which barriers it addresses.

This tool aligns with a number of models and approaches cited in literature on diversity and inclusion such as Appreciative Inquiry, Asset Based Community Development, Art of Hosting and Humble Inquiry.

By combining multiple promising practices in complementary ways, resources can be used efficiently to carry out more inclusive programming. The example below illustrates this concept.



The diagram shown here demonstrates relationships between a number of barriers and promising practices explained by an Extension educator in 2014. The educator was interested in engaging members of a Latino community in a strategic planning process for a community development initiative. He lacked Spanish language skills, was unfamiliar with the cultural nuances of the community he sought to engage, was limited by time and did not have funds to hire a bilingual/bicultural translator and interpreter. He shared his interests and concerns with an existing community partner who informed him that they had recently hired a bilingual/bicultural employee from a Latino community for a different project. The two partners identified ways in which they could share human resources in order to help fill gaps and maximize the effectiveness of multiple efforts. Described as a “win-win” situation, the educator worked with the bilingual employee to listen and learn from Spanish speaking residents. By doing so, he built trust and strengthened communication with the community. This allowed him to develop new relationships and partnerships. Working with local partners to identify ways to maximize resources and work together towards common interests is a promising practice that addresses multiples barriers to inclusive programming. The removal of certain barriers, in turn, facilitates additional promising practices such as deep listening in order to better understand community assets and needs. This understanding can help develop and implement culturally responsive, inclusive programs that contribute to the transformation of diverse lives and communities throughout the state of Wisconsin.

Identifying barriers, and promising practices to overcome them, is something that can happen at various stages of the program framework. Below is an example of questions that can be asked at different stages while using this tool to explore the relationships between existing barriers and practices that facilitate inclusive, culturally-responsive programming.

## Questions to think about for on-going program development...

Am I evaluating my efforts through a culturally competent lens? What methods are used to understand how different audiences experienced the program? To what extent have I been able to expand access to diverse and unrepresented populations? What have I learned from those audiences? How has my understanding of the context evolved? Are there barriers that continue to get in the way? What have others done to overcome barriers to expanding access and inclusion? How am I documenting my efforts to reflect, improve and share learning with others? What will I do differently next time?

Who lives in my community? What language do they speak? What matters most to them? What are their assets? Who serves their needs? Where are the gaps? What are their interests? Where are their opportunities for working together towards common goals? How will I find out? Whose voices count?

How can I design this program in a way that responds to the unique situations and interests of diverse and underrepresented populations? How will I engage diverse voices to develop a theory of meaningful change? What do residents want this community look like after this effort? What steps/rules/processes do programmer and participants need to do repeatedly to bring about this change?

What are the potential barriers to implementation and how will they be handled? Are there key partners and/or opportunities that can facilitate effective implementation?

What considerations have I given to expand participation among diverse populations in my community apart from the design? E.g., are accommodations made for childcare, disability, dietary restrictions, etc.? Do I need a translator? Is the program easy to access physically and emotionally? (Safe, convenient, comfortable, reasonable time of day, etc.) Is the music and food culturally appropriate? Etc.

How does the program content reflect what matters most to people? What educational and/or outreach activities will help these participants achieve their goals? What might get in the way? How will we measure "impact"? Have indicators of success been defined by diverse and underrepresented populations? Is there a plan to collect evaluation data from diverse community members using culturally relevant methods?

**Evolving the Effort** through Reflection and Learning

**Understanding the Context** for Programming

**Conceptualizing the Change**

**Implementation** of Program or Organizational Effort

**Designing** Educational, Organizational, Evaluative Approaches