Diversity, Equity, and Inclusion

A Professional Development Offering of the Extension Foundation Impact Collaborative

By: Lindsey Lunsford, Extension Foundation DEI Fellow
Photo: Townsend Walton on Unsplash

ATTRIBUTION

Diversity, Equity, and Inclusion

Welcome to this Diversity, Equity, and Inclusion publication, a resource created for the [Cooperative Extension Service](#) and published by the [Extension Foundation](#). We welcome feedback and suggested resources for this publication, which could be included in any subsequent versions.

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## WHAT IS DIVERSITY, EQUITY, AND INCLUSION (DEI)?

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective. Populations that have been-and remain- underrepresented among practitioners in the field and marginalized in the broader society.

Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.
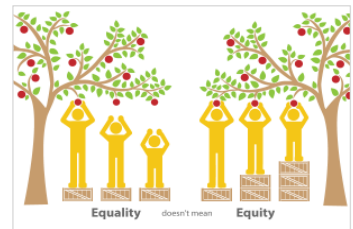
Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all. To the degree to which diverse individuals are able to participate fully in the decision-making processes and development opportunities within an organization or group.
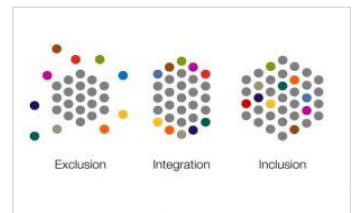
Welcome

Like a string of beads, it is our unique differences and intricacies that make us so appealing and attractive. We would not be as beautiful if we were all the same. It's the contrast and asymmetry that makes us worthwhile.
— Lindsey Lunsford, M.E.M., Second Edition DEI Fellow

It is here where we encourage innovative change. While change might seem hard, especially related to diversity, equity, and inclusion, it is not impossible; it requires strong change agents (a village) and YOU! We encourage you and your village to be the change you want to see. This tool has: resources, discussion, and expert interactions that will aide you in your change management journey. Go ahead, explore, innovate, and continue to build the change you want to see.
— Shatomi Luster-Edward, Ed.D., First Edition DEI Fellow

Be a Change Leader

How Can You Use This Publication to Promote DEI?

You may want to get ideas for a program that you are starting or implementing. Or you may want to know what is being done in the Extension DEI program area. In either case, you have come to the right place! This publication is designed to give you quick access to information, experts, training, and resources that can help you develop or conceptualize your program. Not involved in a program yet? This publication will give you an excellent foundation for understanding the topic, and perhaps inspiring you to start a program.

Reflection

Why is DEI important?

What best characterizes your current situation in regard to Diversity, Equity, and Inclusion metrics in your work?

- Already using Diversity, Equity, and Inclusion metrics in my work to some degree
- Interested in using Diversity, Equity, and Inclusion metrics in my work but have not yet done so
- Uncertain I will use them but interested in the topic

ABOUT US

A diverse mix of voices leads to better discussions, decisions, and outcomes for everyone.

*— Sundar Pichai, CEO of Google (Source: **Quartz at Work**)*

Diversity, Equity, and Inclusion Chairs

The following members are serving as Chairs of the Extension Organizing Committee on Diversity, Equity, and Inclusion:

Lindsey Lunsford,
Co-Chair: CES/External Program

DEI Fellow / Sustainable Food System Resource Specialist, Tuskegee University

2019 Summit LaunchFest Presentation

Dr. Shatomi Luster-Edward,
Co-Chair: CES/External Program

University of Missouri Urban County Director

2019 Summit Presentation

Terry Meisenbach,
Co-Chair: Administration Communication

eXtension Administration

Dr. Ahlishia Jnae Shipley,
Co-Chair: Administration Communication

National Program leader, USDA

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Ana Lu Fonseca,
Chair: Assessment & Accountability

Assistant Director of DEI,
Oregon State University

Margaret Sage,
Co-Chair: CES/External Program

Extension, 4-H Youth
Development
University of Wisconsin

Woodie Hughes, Jr.,
Chair: Listen and Learn

Assistant Extension
Administrator/State 4-H
Program Leader,
Fort Valley State University

Dr. Robert Zabawa,
Co-Chair: CES/External Program

Research Professor and
Coordinator of Social Science and
Rural Development Research,
Tuskegee University

Dr. Raymon Shange,
Co-Chair: CES/External Program

Interim Assistant Dean for
Tuskegee University Cooperative
Extension Director, Carver
Integrative Sustainability Center,
Tuskegee University

Diversity, Equity, and Inclusion Organizing Committee

The following list represents all members of the eXtension Organizing Committee on Diversity, Equity, and Inclusion:

Name	Title	About
Lindsey Lunsford	DEI Fellow	[DEI eXtension Fellow](#)
Shatomi Luster-Edward	University of Missouri Urban County Director	[www.shatomi.me](#)
Terry Meisenbach	Extension Foundation Administration	[https://www.linkedin.com/in/terry-meisenbach-9ab45710/](#)
Chris Geith	Extension Foundation CEO	[CEO Extension Foundation](#)
Sheron Fulson	Senator Curls Chief of Staff	[https://www.senate.mo.gov/mem09/](#) [https://www.linkedin.com/in/sheron-fulson-8b648b176/](#)
Dr. Chiquita Miller	K-State Extension Agent	[http://www.wyandotte.k-state.edu/about/staff/index.html](#)
Valencia Broadus	MU Extension Council, Chair and Attorney	[http://extension.missouri.edu/jackson/council.aspx](#)
Ahlishia Shipley	National Program Leader, USDA	[https://nifa.usda.gov/ahlishia-shipley](#)
Ana Lu Fonseca	Assistant Director of DEI, Oregon State University, Outreach and Engagement	[http://extension.oregonstate.edu/employee/ana-lu-fonseca](#)
Mark Locklear	Web Developer, Extension Foundation	[Technology Solutions Team](#)
Dr. Pamala Morris	Purdue, Assistant Dean/Director, Office of Multicultural Programs, Professor, Youth Development and Ag. Education Project Director, eXtension, CoP "Diversity, Equity, and Inclusion"	[Overview for Dr. Pamala Morris](#)

Karima Samadi	Program Manager OSU Extension College of Education and Human Ecology, College of Food, Agricultural, and Environmental Sciences	https://fic.osu.edu/members/directory/s/samadi-karima.html
Jauqua Wilkins	Urban League of Greater Kansas City	https://www.ulkc.org/our-team
Peggy Ehlers	Purdue University, Extension, 4-H Youth	https://extension.purdue.edu/Dearborn/profile/pehlers
Margaret Sage	University of WI, Extension, 4-H Youth Development	https://sauk.extension.wisc.edu/staff-directory/
Dr. Courtney T. Owens	Kentucky State University, Interim Assistance Extension Administrator	http://kysu.edu/directory/bio/courtney-owens/
Davi Mozie	Cornell University Cooperative Extension, Reentry Educator	http://ccetompkins.org/staff/davi-mozie
Kenneth J. Schlather	Cornell University Cooperative Extension, Executive Director	https://fellows.atkinson.cornell.edu/view.php?NetID=ks47
Kenneth Earl McLaurin	Cornell University Cooperative Extension, Financial Management Educator	http://ccetompkins.org/staff/kenneth-mclaurin-jr
Eduardo Gonzalez	Cornell University Cooperative Extension	https://www.human.cornell.edu/people/eg36
Letitia (Tish) Johnson	University of Missouri Cooperative Extension, Community Development	https://extension2.missouri.edu/people/letitia-tish-johnson-138
Dr. Angela Allen, Ph.D.	University of Wisconsin Extension, Associate Professor & Communities Educator	https://milwaukee.extension.wisc.edu/community-development/
Woodie Hughes	Fort Valley State University, College of Agriculture, Family Sciences and Technology, Cooperative Extension Program	http://www.fvsu.edu/staff/woodie-hughes/

Steve Wagoner	Purdue Extension, County Extension Director	https://extension.purdue.edu/marion/profile/wagoners
Nia Imani Fields, Ed.D.	University of Maryland Extension, 4-H Specialist, Curricular Systems & Program Development	https://www.niaimanifields.com/ http://extension.umd.edu/4-h
Matt Pezold, MS, MA	University of Missouri Extension, Urban West Region, Labor and Workforce Development Specialist	https://extension2.missouri.edu/people/matthew-pezold-85251
Tony Franklin	University of Illinois Extension, Associate Director for Extension Field Operations	https://www.linkedin.com/in/tony-franklin-77b05111/
Adegoke Adetunji	Purdue University, Dept. of Curriculum and Instruction	https://www.education.purdue.edu/about/diversity-initiatives/holmes-scholars-program/

FRAMEWORKS

What's in a Framework?

As you continue to explore diversity, equity, and inclusion (DEI), it is important that you have a "guide or blueprint" that conceptualizes the designed approach and associated literature attributed to this subject matter. Three frameworks have molded this designed approach of DEI, to also include associated experts.

It is important to: understand truth, how to heal, how to effectively implement DEI in learning environments, understand the importance of dialogue, and know how to change the optics. The researched ontology provides framework guidance.

Dr. Daniel Goleman,

Framework for

Emotional Intelligence

Watch Dr. Daniel Goleman Online

Dr. Gail Christopher

Framework for

Truth, Racial Healing, and Transformation

Watch Dr. Christopher Online

Review Dr. Christopher's Presentation

Dr. Juanita Cleaver-Simmons

Framework for

Diverse Learning Environments

Watch Dr. Cleaver-Simmons Online

Review Dr. Cleaver-Simmons Presentation

Dr. M. Cade Smith

Framework for

Community Dialogues for Racial Healing

DEI COMPETENCY AREAS

> *APLU prohibits discrimination against any individual on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, gender identity or expression, disability, or status as a veteran.*
>
> *— M. Peter McPherson, President, Association of Public Land Grant Universities, March 24, 2010*

What are Competencies?

Competencies are the skills, knowledge, abilities, and behaviors that describe the standard to which a competent person is expected to perform. This tool addresses seven primary competencies associated with Diversity, Equity, and Inclusion:

- Understanding Implicit Bias

- Microaggression Development and Understanding

- Cultural Competency

- Promotion of Civility

- Social Justice Development

- Organizational Learning

- Youth Development

Continue to the section on each competency to learn more, and use the category search feature on the right to locate resources that address each one.

Reflection

How actively involved are you in the area of DEI? In each of the two poll questions below, please select the answer that best represents your situation. Afterwards, you will see how the rest of the community feels about their own involvement too.

I am actively involved in advancing Diversity, Equity, and Inclusion in my projects and teams.

Select your response to the poll question from the list below.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree
- Do not know

I would become more active in advancing racial equity if… (select the one that applies most for you)

Select your response to the poll question from the list below.

- I had more information so I knew what to do I received training
- I had more time I had the support of my manager
- I felt that I have a more supportive environment
- I knew that there was senior leadership buy-in
- I received acknowledgement on the work I do to advance racial equity
- I am happy with my current level of engagement

Understanding Implicit Bias

> *Whereas, the Association of Public and Land-grant Universities (APLU), a voluntary association whose membership consists of public research universities, land-grant institutions, state university systems and other affiliated organizations is committed to advancing diversity and inclusion by exercising the principles of equal access and equal opportunity in education and employment.*
>
> *— M. Peter McPherson, President, Association of Public Land Grant Universities, March 24, 2010*

What is Implicit Bias?

Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.
— Excerpted from [Kirwan Institute at Ohio State University](#)

https://youtu.be/DIV7vlMi4kc

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https://youtu.be/nFbvBJULVnc

https://youtu.be/EQACkg5i4AY
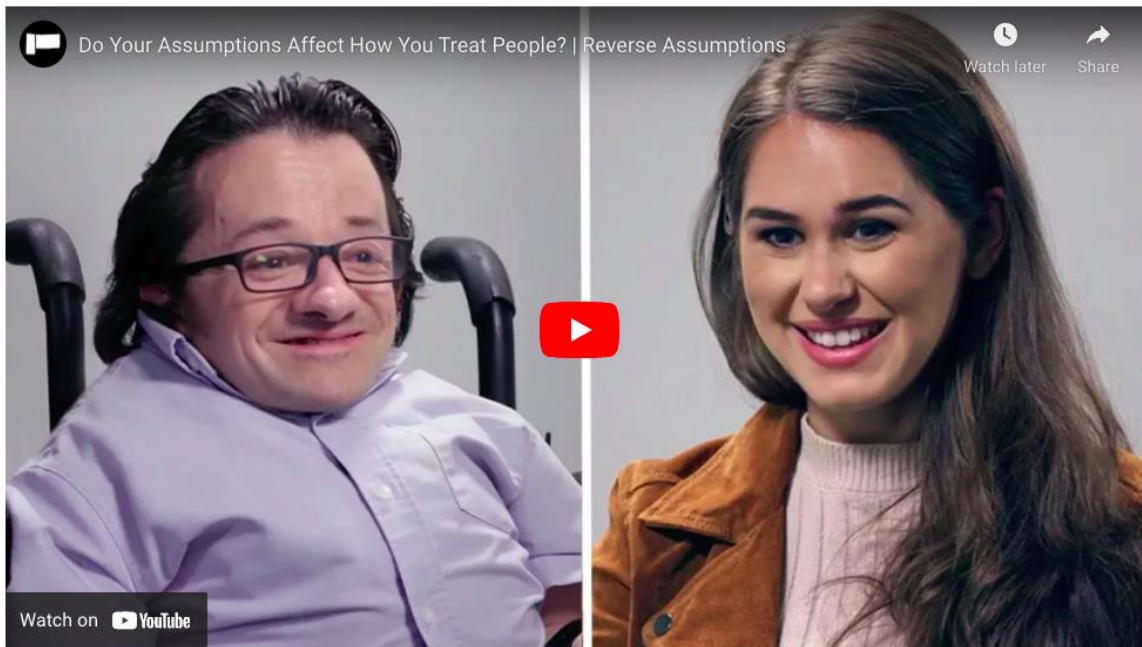
Other important resources on Implicit Bias

- Defining Implicit Bias
- Combating Implicit Bias in the Workplace
- More curated resources on Implicit Bias

Microaggression Development and Understanding

> *APLU takes seriously our leadership responsibility to provide equal access and equal opportunity through the development of policies and initiatives that foster academic excellence, diversity and inclusion.*
>
> *— M. Peter McPherson, President, Association of Public Land Grant Universities, March 24, 2010*

What is Microaggression?

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.
— Excerpted from Diversity in the Classroom, UCLA Diversity and Faculty Development

The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending.

https://youtu.be/_85JVcniE_M

Other Important Resources on Microaggression Development and Understanding:

- [Microaggressions and Social Work Practice, Education, and Research](#)
- [Tool: Recognizing Microaggressions and the Messages They Send](#)
- [More curated resources on Microaggression Development and Understanding](#)

References:

Garibay, J. C. (2014). Diversity in the classroom. UCLA Diversity & Faculty Development. p. 10-13. Retrieved from https://equity.ucla.edu/wp-content/uploads/2016/06/DiversityintheClassroom2014Web.pdf

Cultural Competency

APLU believes that human and intellectual diversity contribute to academic excellence, and that the Association and its member institutions benefit from the rich diversity of the persons who comprise our staff, faculty and students.

— M. Peter McPherson, President, Association of Public Land Grant Universities, March 24, 2010

What is Cultural Competency?

Cultural competency is associated and was recognized by the general and mental health industry and is the human behavior that incorporates communication, action, beliefs, thoughts and values of ethnicity, ethnic background, religious beliefs and social values (Luster, 2017).

Cultural competence is action oriented through the capacity to effectively function and generate change. There are seven tenets of cultural competency: learning, acknowledge, awareness, knowledge, engage and integrate, revise and refine, and cultural competent (Gooden & Norman-Major, 2012).

Theu called me disabled, I call myself differently abled

https://youtu.be/Z934vT7xhh0

Other Resources on Cultural Competency:

- Defining Cultural Competency
- Communicating Cross-Culturally: What Teachers Should Know
- The Role of Organizational Culture and Climate in Innovation and Effectiveness
- Storytelling for Cultural Competence
- More curated resources on Cultural Competency

References:
Luster, S. N. (2017). Minorities in Higher Education: Their Status and Disparities in Student and Faculty Representation (Doctoral dissertation, University of Missouri). Retrieved from https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/61956/public.pdf?sequence=1&isAllowed=y

Edwards, F. L., Norman-Major, K. A., & Gooden, S. T. (2012). Cultural competency in disasters. Cultural competency for public administrators, 197-218.

Getha-Taylor, H., Holmes, M. H., & Moen, J. R. (2018). Evidence-Based Interventions for Cultural Competency Development Within Public Institutions. Administration & Society, 0095399718764332. p. 2. Retrieved from https://swoogo.s3.amazonaws.com/uploads/47111-592846d15dccd.pdf

Promotion of Civility

Civility is claiming and caring for one's identity, needs and beliefs without degrading someone else's in the process.

— Tomas Spath and Cassandra Dahnke, Founders, Institute for Civility in Government

What is Promotion of Civility?

https://youtu.be/QijH4UAqGD8
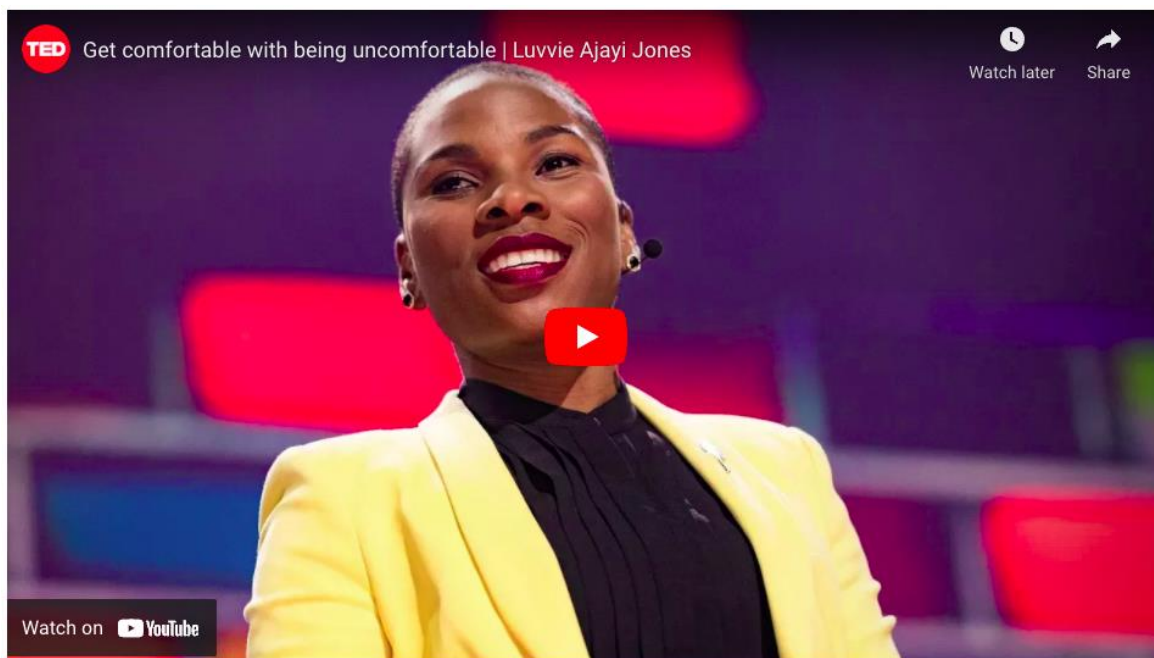
Other important resources on Promotion of Civility:

- Defining Civility
- Things to consider when including the 1st Amendment
- More curated resources on Promotion of Civility

Social Justice Development

APLU is committed to recruiting and retaining, on a nondiscriminatory basis, people who are members of groups that have been historically underrepresented in higher education and to supporting its members in their efforts to enhance the diversity of their faculty, staff and students.

— M. Peter McPherson, President, Association of Public Land Grant Universities, March 24, 2010

What is Social Justice?

Synthesizing the social justice discourse in educational leadership, Furman and Gruenewald (2004) offer three shared meanings of social justice embedded in various ways throughout contemporary literature: critical-humanist perspective, focus on school achievement and economic well-being, and the narratives and values of the Western Enlightenment (see also Brooks, 2008b).

The increased attention given to social justice brings to fore a focus on the moral purposes of leadership in schools and how to achieve these purposes (Furman, 2003). As Evans (2007) observed, the scholarship of social justice supports the notion that educational leaders have a social and moral obligation to foster equitable school practices, processes, and outcomes for learners of different racial, socioeconomic, gender, cultural, disability, and sexual orientations backgrounds (Jean-Marie, Normore, and Brooks, 2009).

https://youtu.be/Wtroop739uU

Other important resources on Social Justice:

- [Defining Social Justice](#)
- [Leadership for Social Justice: Preparing 21st Century School Leaders for a New Social Order](#)
- [Everyday Racism — Algebra or Pre-Algebra?](#)
- [More curated resources on Social Justice Development](#)

References:

Brooks, J. S. (2008b). Freedom and justice: Conceptual and empirical possibilities for the study and practice of educational leadership. In I. Bogotch, F. Beachum, J. Blount, J. S. Brooks, & F. W. English, Radicalizing educational leadership: Toward a theory of social justice (pp. 61-78). Netherlands: Sense.

Evans, A. E. (2007). Horton, Highlander, and leadership education: Lessons for preparing educational leaders for social justice, Journal of School Leadership, 17, 250-275.

Furman, G. C. (2003). The 2002 UCEA presidential address: Toward a new scholarship of educational leadership? UCEA Review, 45(1), 1-6.

Furman, G. C. & Gruenewald, D. A. (2004). Expanding the landscape of social justice: A critical ecological analysis. Educational Administration Quarterly, 40(1), 47-76.

Jean-Marie, G., Normore, A. H., & Brooks, J. S. (2009). Leadership for social justice: Preparing 21st century school leaders for a new social order. Journal of Research on Leadership Education, 4(1), 1-31. Retrieved from https://files.eric.ed.gov/fulltext/EJ875408.pdf.

Organizational Learning

> *APLU believes that human and intellectual diversity contribute to academic excellence, and that the Association and its member institutions benefit from the rich diversity of the persons who comprise our staff, faculty and students.*
>
> *— M. Peter McPherson, President, Association of Public Land Grant Universities, March 24, 2010*

What is Organizational Learning?

Organizational learning theory is concerned with how learning takes place in organizations. It focuses on collective learning but takes into account the proposition made by Argyris (1992) that organizations do not perform the actions that produce the learning; it is individual members of the organization who behave in ways that lead to it, although organizations can create conditions that facilitate such learning. The concept of organizational learning recognizes that the way in which this takes place is affected by the context of the organization and its culture.

Organizational learning is concerned with the development of new knowledge or insights that have the potential to influence behavior. It has been defined by Marsick (1994) as a process of "Coordinated systems change, with mechanisms built in for individuals and groups to access, build and use organizational memory, structure and culture to develop long-term organizational capacity." Organizational learning takes place within the wide institutional context of inter-organizational relationships and "refers broadly to an organization's acquisition of understanding, know-how, techniques and practices of any kind and by any means." (Argyris and Schon, 1996).

https://youtu.be/LiD8MZtZDJY

Other important resources on Organizational Learning:

- [Employee Resource Groups](#)
- [Corporate Diversity Initiatives Are Good for Everyone — Including You](#)

References:
Argyris, C (1992) On Organizational Learning, Blackwell, Cambridge, MA.

Argyris, C and Schon, D A (1996) Organizational Learning: A theory of action perspective, Addison Wesley, Reading, MA.

Youth Development

APLU champions diversity, educational equity and the preparation of individuals who can live and work effectively in an increasingly multicultural and interdependent world.

— M. Peter McPherson, President, Association of Public Land Grant Universities, March 24, 2010

Why is Diversity, Equity, and Inclusion important to Youth Development?

The 4-H System's **Access, Equity and Belonging Committee** (AEBC) diligently provides resources to support this DEI publication. The purpose of the AEBC is to support the 4-H System to reach its *National 4-H Grows: A Promise to America's Kids Vision*.

In 2025, 4-H will reflect the population demographics, vulnerable populations, diverse needs and social conditions of the country. This vision has the elements of inclusion, caring adults, serving at minimum 1 in 5 youth, and the volunteers and staff reflect the diversity of the population. This Committee aims to increase the capacity of 4-H and the Cooperative Extension System to meet this opportunity and to create a more inclusive organizational culture.
— Access, Equity, and Belonging Committee

Diversity and Youth Development

https://youtu.be/iB3o9rrS1aE

AEBC Champion Groups

The Access, Equity and Belonging Committee is composed of the following Champion Groups:

- Incarcerated Youth
- Immigrant and Refugee Youth
- LGBTQ + Youth / Community
- Mental Health and Wellbeing
- Youth Experiencing Homelessness
- Youth in Foster Care
- Youth with Disabilities
- Youth Living in Poverty
- Racial and Ethnic Youth:
  - African American Youth
  - Asian / Pacific Islander Youth
  - Latino Advisory Committee
  - Native American Youth

Fe Moncloa,

4-H Youth Development Advisor
UCCE Santa Clara County

Office: (408) 282-3107

Nia Imani Fields,

4-H Youth Development Specialist
University of Maryland

Office: (301) 314-7317

RESOURCES

10 LGBTQ Resources for Mentors

Jessica Cunningham, research assistant at the MENTOR/UMB Center for Evidence-Based Mentoring, compiled the following list of 10 LGBTQ-specific resources (listed in alphabetical order) to help mentors build their capacity as advocates.

URL: https://www.evidencebasedmentoring.org/10-lgbtq-resources-for-mentors/?utm_source=Maryland+MENTOR&utm_campaign=a0dd2e0488-EMAIL_CAMPAIGN_2018_08_23_12_03_COPY_01&utm_medium=email&utm_term=0_b1531088ce-a0dd2e0488-221831177&mc_cid=a0dd2e0488&mc_eid=8974aa15

DEI Issue Type: Gender Awareness, Gender Identity, Sexual Orientation

2019 Kids Count Data Book State Trends in Child Well-Being

This 30th edition of the Data Book examines how America's child population has changed, demographically and geographically. Many of the contrasts are dramatic.

URL: https://www.aecf.org/m/resourcedoc/aecf-2019kidscountdatabook-2019.pdf

DEI Issue Type: Social Justice Development, Youth Development

4-H as a Catalyst to Enhance Quality of Life for Hispanic Individuals

Improving the quality of life for all Americans by increasing economic opportunities is essential to maintaining a highly competitive agricultural system in a global economy. Because Hispanic individuals are one of the fastest growing groups of Americans, traditional youth development programs must begin to focus more on Hispanic youth development. This article outlines how 4-H Programs can serve as a catalyst to enhance quality of life for Hispanic youth and citizens in general.

URL: https://archives.joe.org/joe/2013august/comm1.php

DEI Issue Type: Culture, Ethnicity, Race

4-H Latino Youth Outreach: Best Practices Toolkit

The 4-H Latino Youth Outreach: Best Practices Toolkit is a guide to help 4-H Cooperative Extension professionals become active catalysts and change agents for engaging Latino youth in 4-H high-quality positive youth development programs. The 4-H toolkit provides researched approaches, templates, checklists, and examples of best practices to help field staff develop a wide variety of strategies for successfully engaging Latino youth and their families in 4-H.

URL: https://4-h.org/professionals/marketing-resources/latinooutreach/

DEI Issue Type: Culture

A Bridge Between Two Worlds: Leadership Among Resettled Sudanese Youth in an American City

This case study focuses on the Sudanese youth diaspora in the United States – specifically Portland, Maine – in an attempt to understand young refugees' perspectives on their situation and their desire and ability to have a voice in the policies and institutions that shape their lives. This paper traces the thread that connects the individual experiences of young Sudanese refugees to the politics and history of their community in Portland. Focusing particularly on the cohort of "twenty-somethings."

URL: https://www.unhcr.org/en-us/research/working/4e0dbe039/bridge-worlds-leadership-among-resettled-sudanese-youth-american-city-lacey.html?query=children20the%20run

DEI Issue Type: Socioeconomic Status

A Review of Services and Interventions for Runaway and Homeless Youth: Moving forward.

Research focused on the impact of community-based services and treatment interventions designed to intervene in the lives of runaway and homeless youth has increased in the last two decades in the U.S. and internationally. In light of the tremendous need for identifying effective strategies to end homelessness and its associated problems among youth, this paper summarizes and critiques the findings of the extant literature including U.S., international, and qualitative studies. Thirty-two papers met criteria for inclusion in the review. Among the conclusions are that comprehensive interventions which target the varied and interconnected needs of these youth and families may be worthy of more study than studies that isolate the intervention focus on one problem. Also, more research incorporating design strategies that increase the reliability and validity of study findings is needed. Other preliminary conclusions and future directions are offered.

URL: https://ideas.repec.org/a/eee/cysrev/v31y2009i7p732-742.html

DEI Issue Type: Socioeconomic Status

A Snapshot of the Change Agent States for Diversity Project

The Change Agent States for Diversity is a consortium of seven states dedicated to supporting greater cultural diversity in land-grant universities. The overall goal of the project is to build the capacity of land-grant universities to function inclusively and effectively in a multicultural world. The purpose of the study described here was to evaluate the progress of the project. This article reports selected findings from key administrator interviews and offers implications for increasing the movement of Extension toward a more inclusive system.

URL: https://archives.joe.org/joe/2005february/a5.php

DEI Issue Type: Culture, Freedom of Speech with Parameters, Geographical Location, Race

A Social Justice Perspective on Youth and Community Development Theorizing the Processes and Outcomes of Participation

This article draws upon a study of 88 justice-oriented, community-based United States youth programs to explore how youth development philosophies shape the processes and outcomes of participation. The programs in the study population score high on a six-item scale measuring youth development philosophies, from more conventional to more transformative in nature. Empirical findings from a survey of program directors reveal three processes of youth participation that fall along a continuum from personal to social change: social integration, at one end, civic activism, at the other, and community improvement positioned anywhere along the continuum. The specific participatory processes used by programs tend to both reflect their youth development philosophies and shape the outcomes they produce. Findings also reveal a disconnection between the more conventional youth development philosophies that dominate the field and participatory processes that engage youth as agents of change in tackling the inequitable conditions in their lives and communities.

URL: https://www.jstor.org/stable/pdf/10.7721/chilyoutenvi.17.2.0616.pdf?refreqid=excelsior%3A3ccd0aced53977f66f37b70fed97dbb4

DEI Issue Type: Culture

Adolescent Mental Health: Neighborhood Stress and Emotional Distress

The purpose of this article is to explore the role of neighborhood characteristics, specifically economic disadvantage/advantage, residential instability, and racial/ethnic heterogeneity on emotional distress (depressed affect, anxiety, hopelessness) among youth. Using a regional sample of adolescents and matching their data to census tracts, we use hierarchical linear modeling to examine the relationship of neighborhood spatial factors on distress while controlling for individual, family, peer, and school factors. Results show neighborhood effects for adolescent distress are consistent with a stress process model where economic disadvantage and residential instability are positively associated with emotional distress, and indicators of economic advantage are negatively related. Specifically, we find neighborhood unemployment and housing vacancy rates are associated with increased distress, while the percentage of college graduates

and foreign-born residents in the neighborhood is associated with reduced distress. We discuss the implications of our findings for ongoing research on neighborhood contextual effects and adolescent health.
URL: https://journals.sagepub.com/doi/pdf/10.1177/0044118X13512335

Advancing Methods in Research on Asian American Children and Youth

This article provides guidance for research methods in three areas: (a) conceptualizing and assessing migration-related factors, (b) assessing ethnicity and national origin, and (c) using culturally and contextually relevant measures. Methodological recommendations are made for each area, with attention to small-scale studies with community samples as well as large-scale data sets. In addition, this article recommends researchers attend to within-group variations (i.e., intersections of ethnicity, generational status, gender, class,sexuality), the embeddedness of individual development in context, and specificity of developmental periods.
URL: https://onlinelibrary.wiley.com/doi/epdf/10.1111/cdev.12576
DEI Issue Type: Culture, Ethnicity, Race

Afterschool Matters Fall 2018

This issue includes a peer-reviewed article and a reflective essay by two "graduates" of the fellowship, Jocelyn Wiedow and Sonia Toledo. Both focus on the very thing that has been Ellen's passion: empowering youth workers to do and be their best for the young people in their program. Afterschool practitioners who do their best can nurture vital skills and abilities in the young people they serve. Practitioners who are their best build caring and trusting relationships. As Ellen has taught us, the quality of these relationships is the key to growing young adults who can make positive contributions to their families, their communities, and our world.
URL: https://www.niost.org/images/afterschoolmatters/asm_2018_fall/ASM_Fall2018.pdf

Agents of Change Youth Development & Social Justice Activism

To understand how youth and their adult allies engage in resisting systematic social inequalities. This dissertation explores non-profit agencies that support Social Justice Youth Development (SJYD). Utilizing qualitative methods, investigating how nine youth workers from three different non-profit organizations, located in one urban community, engaged youth in social justice activism.
URL: https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1727&context=oa_diss

Agribusiness Small Farm Diversity
Equality for all opportunities for small farmers.
URL: https://www.kysu.edu/academics/college-acs/school-of-ace/college-of-agriculture-community-and-the-environment-website-map.php
DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Language, Race, Socioeconomic Status

America After 3PM Special Report: Afterschool in Communities of Concentrated Poverty
Afterschool programs have come to be recognized as critical partners in helping to ensure that all children are afforded the opportunities that will help them thrive and meet their full potential. Afterschool programs can enact meaningful change by encouraging children to explore different interest areas to find their passion, finding new and creative ways to keep kids excited about learning, offering academic help to students who are struggling with their school day lessons, and helping keep their students from hunger by providing nutritious foods. In particular, afterschool programs have the ability to help address some of the inequalities facing families living in communities of concentrated poverty, including existing disparities in segments of the population that that are more likely to live in these high-poverty areas, such as African-American and Hispanic families.

Findings from America After 3PM document the role that afterschool programs play in supporting families living in high-poverty areas by answering questions about what afterschool program participation looks like, what the demand for afterschool programs is, what is preventing parents from taking advantage of and children from participating in afterschool programs, and what the afterschool program experience is like for families in communities of concentrated poverty.
URL: http://afterschoolalliance.org/AA3PM/Concentrated_Poverty.pdf
DEI Issue Type: Socioeconomic Status

America's Children: Key National Indicators of Well-Being, 2018
The Federal Interagency Forum on Child and Family Statistics (Forum) was chartered in 1997 by the authority of Executive Order No. 13045. The Forum fosters collaboration among 23 Federal agencies that (1) produce and/or use statistical data on children, and (2) seek to improve Federal data on those children. Each year, the Forum publishes a report on the well-being of children.

This series of reports, entitled America's Children, provides accessible compilations of well-being indicators drawn from the most reliable Federal statistics. A goal of the series is to make Federal data on children available in a nontechnical, easy-to-use format to stimulate discussion among data providers, policymakers, and the public. The Forum alternates publishing a detailed report, America's Children: Key National Indicators of Well-Being, with a shorter report, America's Children in Brief. In some years, America's Children in Brief highlights selected indicators while other editions focus on a particular topic and measures

of child well-being not featured in the detailed report. America's C
URL: https://www.childstats.gov/pdf/ac2018/ac_18.pdf

An Annotated Bibliography on Structural Racism Present in the U.S. Food System, Sixth Edition

This annotated bibliography provides current research and outreach on structural racism in the U.S. food system for the food system practitioner, researcher, and educator. This resource identifies literature that links the social construction of whiteness and its intentional or consequential impact on structural racism within the United States' local food movement. It is focused on recent peer-reviewed and gray literature* materials that are national, regional, and local in scope that included significant references.

The sixth edition contains 18 videos and 41 new citations.

Click Link Below of PDF File:
Annotated-Bibliography-on-Structural-Racism-in-the-US-Food-System-Sixth-Edition
URL: https://www.canr.msu.edu/resources/structural_racism_in_us_food_system
DEI Issue Type: Culture, Ethnicity, Geographical Location, Language, Race, Socioeconomic Status

An Integrated Conceptual Framework for the Development of Asian American Children and Youth

This article addresses the challenge by offering an integrated conceptual framework based on three broad questions: (a) What are theory-predicated specifications of contexts that are pertinent for the development of Asian American children? (b) What are the domains of development and socialization that are particularly relevant? (c) How can culture as meaning-making processes be integrated in conceptualizations of development?

The heuristic value of the conceptual model is illustrated by research on Asian American children and youth that examines the interconnected nature of specific features of context, pertinent aspects of development, and interpretive processes.
URL: https://onlinelibrary.wiley.com/doi/epdf/10.1111/cdev.12577
DEI Issue Type: Culture, Ethnicity, Race

Anti-Racist Organizational Change: Resources & Tools for Nonprofits

Many nonprofit organizations talk about the importance of diversity, inclusion, and equity, but many find it difficult to truly integrate these concepts into their work and how they operate.

In March 2016, CommunityWise Resource Centre started a process of Anti-Racist Organizational Change (AROC). With AROC, we have been using anti-racism as an approach to strengthen our commitment to diversity, inclusion, and equity.

In this resource, we share the story of how the AROC process unfolded. Why This Resource?

The purpose of this resource booklet is to:

- Tell the story of how our anti-racist organizational change project started.

- Share some of the resources we've found and developed along the way.

- Provide guidance on how other nonprofits can start their own process.

URL: http://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf?utm_source=FSLN+Members&utm_campaign=82fe656206-EMAIL_CAMPAIGN_2019_01_30_04_47_COPY_01&utm_medium=email&utm_term=0_fb89bf5877-82fe656206-194241
DEI Issue Type: Culture, Ethnicity, Language, Race

Asian American Youth Language Use: Perspectives Across Schools and Communities

Recent studies of Asian American youth language practices have presented compelling insights about the identities and migration experiences of young people of Asian descent. This chapter offers a detailed examination of the relationship between language use and select issues concerning Asian American youth, including social life, schooling, acculturation, and intergenerational relationships.
URL: https://journals.sagepub.com/doi/pdf/10.3102/0091732X10383213
DEI Issue Type: Ethnicity, Race

Assessment of Anxiety and Depression in Asian American Youth

This article reviews the current state of research on the assessment of anxiety and depression in Asian American children and adolescents. Contrary to lay perceptions of Asian Americans as a "model minority," research indicates that rates of depression and anxiety among Asian American adults are comparable to those found among European American populations. Given that Asian American populations also under-utilize mental health services, the need to assess and treat anxiety and depression in Asian American youth is critical. This commentary includes directions for future research as well as clinical intervention.
URL: https://www.tandfonline.com/doi/pdf/10.1207/s15374424jccp3302_7?needAccess=true

Best Practices for Conducting Faculty Searches

This guide is intended to supplement existing School-specific faculty search guidelines and may be customized to suit the needs of individual Schools. For simplicity, we use the term "department" throughout, recognizing that not all Harvard Schools have departments and some use other terms (e.g., areas or units to refer to intellectual subgroups within the School).
URL: https://faculty.harvard.edu/files/fdd/files/best_practices_for_conducting_faculty_searches_v1.2.pdf
DEI Issue Type: Culture

Best Practices in Treatment Foster Care for Children and Youth with Medically Fragile Conditions

Best practices.
URL: https://cdn.ymaws.com/www.ffta.org/resource/resmgr/files/Publications/medicallyfragile.pdf
DEI Issue Type: Socioeconomic Status

Camp To Belong

Camp To Belong (CTB) is a non-profit 501(c)3 organization dedicated to reuniting brothers and sisters who have become separated in foster care through a week of camp in the summer and other events throughout the year.

At Camp To Belong we believe that all kids deserve the opportunity to spend meaningful time with their brothers and sisters and we are dedicated to helping make that happen for kids living in foster care. While many of us take for granted the opportunity to share meals, play games and say goodnight to our siblings each day, the kids we serve at Camp To Belong cherish these small moments that they do not always have. These moments are what Camp To Belong works to create, so kids living in foster care are able to have positive childhood memories.

At Camp To Belong we also believe that every kid deserves a special place where they finally feel like they fit in and aren't judged for being in foster care. We provide kids living in foster care a chance to escape the chaos of their ever changing worlds and come to a place where they are no different from everyone else, they belong and they can just be kids.
URL: http://camptobelong.org/

Change Agent States Fact Sheet

The Change Agent States Project, initiated by Cooperative Extension, is a catalytic step in beginning the transformation of the land grant system. It is a consortium of land grant institutions in fourteen states bringing the needed technical skills and training to each of the member states. Through this multi-state

collaborative approach, the consortium is developing successful models & systemic change strategies to support greater diversity & welcoming climates throughout the system.

This document represents a Fact Sheet outlining the CAS project:
DiversityCAS1pgFactSheet10_05
URL: https://copdei.extension.org/the-change-agents-states/
DEI Issue Type: Culture, Ethnicity, Geographical Location, Language, Race

Change Agent States Vision and Framework for Change

The Change Agent States project, initiated by the Cooperative Extension Service, is a catalytic step in beginning the transformation of the Land Grant system. It is a consortium of land grant institutions in fourteen states bringing the needed technical skills and training to each of the member states. Through this multi-state approach, the consortium is developing successful models and systemic change strategies to support greater diversity and welcoming climates throughout the system.

This document outlines the CAS Vision and Framework for Change:
Diversity2007CASVisionFramework12007(1)
URL: https://copdei.extension.org/the-change-agents-states/
DEI Issue Type: Culture, Ethnicity, Geographical Location, Language, Race

Change Agent States Youth Diversity Tool Kit

The Change Agent States project, initiated by the Cooperative Extension Service, is a catalytic step in beginning the transformation of the Land Grant system. It is a consortium of land grant institutions in fourteen states bringing the needed technical skills and training to each of the member states. Through this multi-state approach, the consortium is developing successful models and systemic change strategies to support greater diversity and welcoming climates throughout the system.

One of the goals of the CAS Youth Committee was to develop a list of diversity-focused program materials, audio-visual tools, and curricula that can be shared with others to support diversity efforts in 4-H youth development and programming.

These resources are listed in this document:
Change_Agent_States_Youth_Diversity_Tool_Kit
URL: https://copdei.extension.org/the-change-agents-states/
DEI Issue Type: Culture

Collective Impact Resources

The Collective Impact Forum has created a curated central pool of resources so that what's experienced and learned by one initiative can be accessed by all. Use the filter to find what you need, or submit a resource to the community and share your expertise with others.

Since the 2011 Stanford Social Innovation Review article introduced the concept, collective impact has been widely adopted as an effective form of cross-sector collaboration to address complex social and environmental challenges. Though collective impact has proven to be a powerful approach in tackling a wide range of issues in communities all over the world, many practitioners are searching for the tools they need to be successful in this work.

URL: http://www.collectiveimpactforum.org/resources

DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Faith-based Beliefs (Religious or Spiritual), Geographical Location, Language, Race, Sexual Orientation, Socioeconomic Status

Coming from a place of walking with the youth-That feeds everything: A mixed methods case study of a runaway and homeless youth organization.

Organizations for runaway and homeless youth (RHY) provide essential services to highly vulnerable youth who have a wide variety of basic needs and complex psychosocial challenges. We present a mixed-methods case study of an RHY organization to identify the specific mechanisms and processes by the organization successfully promotes engagement and positive development of the youth they serve. We analyzed qualitative and quantitative data separately and then integrated these two strands of data. Our findings indicate a consistent convergence of responses across the data sources, in both the qualitative and quantitative strands, that consistently reflect the organization's youth-centered approach. Primary among these policies and practices is the emphasis on building and maintaining empathetic relationships with youth, the promotion of youths' autonomy, and an institutional culture of continuous evaluation of how the organization is meeting their mission to provide services that reflect best practices. (PsycINFO Database Record (c) 2017 APA, all rights reserved)

URL: https://psycnet.apa.org/record/2017-05602-001

DEI Issue Type: Socioeconomic Status

Communicating Cross-Culturally: What Teachers Should Know

A publication curated by Pratt-Johnson. This article looks at the need for teachers to be culturally responsive and competent as schools and classrooms become increasingly linguistically and culturally diverse. It highlights five points of cultural difference with which all teachers should be aware when teaching students of diverse backgrounds.

URL: http://iteslj.org/Articles/Pratt-Johnson-CrossCultural.html

DEI Issue Type: Culture, Ethnicity, Gender Awareness, Language, Race

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Corporate Diversity Initiatives Are Good For Everyone-Including You

This Forbes article explores why cultivating a diverse employee population where everyone feels able to bring their best selves to work is not only the right thing to do, but it's also better for business.
URL: https://www.forbes.com/sites/rebekahbastian/2019/02/25/corporate-dei-initiatives-are-good-for-everyone-including-you/#6d2d459266c3
DEI Issue Type: Culture, Ethnicity, Freedom of Speech with Parameters

Critical Practices for Anti-Bias Education

This critical practices guide offers practical strategies for creating a space where academic and social-emotional goals are accomplished side by side. It also provides valuable advice for implementing culturally responsive pedagogy and describes how teachers can bring anti-bias values to life by:

- building and drawing on intergroup awareness, understanding and skills

- creating classroom environments that reflect diversity, equity and justice

- engaging families and communities in ways that are meaningful and culturally competent

- encouraging students to speak out against bias and injustice

- including anti-bias curricula as part of larger individual, school and community action

- supporting students' identities and making it safe for them to fully be themselves;

- using instructional strategies that support diverse learning styles and allow for deep exploration of anti-bias themes

URL: https://www.tolerance.org/sites/default/files/2019-04/TT-Critical-Practices-for-Anti-bias-Education.pdf
DEI Issue Type: Culture

Defining Civility

A document and definition curated by the Institute for Civility in Government.
URL: https://www.instituteforcivility.org/who-we-are/what-is-civility/
DEI Issue Type: Freedom of Speech with Parameters

Defining Cultural Competency and the Health Industry

A resource curated by Shatomi Luster-Edward outlining the research of cultural competency in relation to the health industry.

URL: https://mospace.umsystem.edu/xmlui/handle/10355/61956

Contact Info: https://www.shatomi.me/research

DEI Issue Type: Culture, Ethnicity, Gender Awareness, Language, Race

Defining DEI

What is Diversity, Equity, and Inclusion?

Diversity is the presence of difference that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective.

Equity is the process of fairness. The policy that one would implement to ensure processes and procedures promote justness and impartiality.

Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. Are you, the institution, and your program inviting?

Reflections

Why is DEI important?

How should I use DEI?

URL: https://diversity.umich.edu/about/defining-dei/

DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Gender Awareness, Gender Identity, Language, Race, Sexual Orientation, Socioeconomic Status

Defining Implicit Bias

A resource curated by the Kirwan Institute understanding the characteristics of Implicit Bias.

URL: http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/

Contact Info: malcolm.51@osu.edu

DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Gender Awareness, Gender Identity, Language, Race, Sexual Orientation, Socioeconomic Status

Defining Microaggression / Tool: Recognizing Microaggressions and the Messages They Send

A document curated by UCLA's Diversity's Faculty and Development. Adapted from Sue, Derald Wing, Microaggressions in Everyday Life: Race, Gender and Sexual Orientation, Wiley & Sons, 2010.
URL: https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf

DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Faith-based Beliefs (Religious or Spiritual), Geographical Location, Language, Race, Sexual Orientation, Socioeconomic Status

Defining Social Justice / Racism is a Public Health Crisis

Synthesizing the social justice discourse in educational leadership, Furman and Gruenewald (2004) offer three shared meanings of social justice embedded in various ways throughout contemporary literature:

- critical-humanist perspective,

- focus on school achievement and economic well-being;

- and the narratives and values of the Western Enlightenment (see also Brooks, 2008).

The increased attention given to social justice brings to fore a focus on the moral purposes of leadership in schools and how to achieve these purposes (Furman, 2003). As Evans (2007) observed, the scholarship of social justice supports the notion that educational leaders have a social and moral obligation to foster equitable school practices, processes, and outcomes for learners of different racial, socioeconomic, gender, cultural, disability, and sexual orientations backgrounds (p. 250).
URL: https://cdn.ymaws.com/www.wpha.org/resource/resmgr/2018_folder/WPHA_Racial_Equity_Resolutio.pdf

DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Faith-based Beliefs (Religious or Spiritual), Geographical Location, Language, Race, Sexual Orientation, Socioeconomic Status

DEI Awareness Checklist

A resource/checklist curated by Shatomi Luster-Edward with Extension Foundation outlining the importance of DEI awareness.

☐ Gender Awareness
☐ Geographical Location
☐ Race
☐ Ethnicity
☐ Language
☐ Culture

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☐ Gender Identity

☐ Developmental and Acquired Disabilities

☐ Faith-based beliefs (religions or spiritual)

☐ Sexual Orientation

☐ Socio-economic Status

☐ Variability in Language Skills and/or Reading Level

☐ Program Implementation: Braille, Large Print, Sound/Audio, and Translations

☐ ADA Compliance

Compiled from US Department of Health and Human Services resources.

URLs:

http://www.equityinphilanthropy.org/2016/10/04/dei-grantmaking-checklist/

https://ncg.org/sites/default/files/resources/DEI%20Grantmaking%20Checklist%20and%20Dashboard.pdf

DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Faith-based Beliefs (Religious or Spiritual), Geographical Location, Language, Race, Sexual Orientation, Socioeconomic Status

Developing Culturally Sensitive Parent Education Programs for Immigrant Families: The Helping Youth Succeed Curriculum

This paper describes the process by which the Helping Youth Succeed (HYS) curriculum was developed for Cambodian, Hmong, Lao, and Vietnamese immigrants in the United States to help address and minimize conflicts between immigrant parents and their adolescent children. A detailed explanation of this model is provided to encourage the development of additional culturally specific parent education curricula for other immigrant/refugee groups and/or diverse populations.

URL: https://docs.google.com/spreadsheets/d/15efuKTL2GLU2DuBqLuOvp5XQ6lVkZocIT8NYq0iFsaw/edit#gid=580225670

Developmental Disabilities Training Series

This series of online developmental disabilities training courses was developed in partnership with Rutgers, the State University of New Jersey, New Jersey Agricultural Experiment Station – Cooperative Extension.

Designed to expand your understanding of different conditions, training covers topics including Autism Spectrum Disorder, Learning Disabilities, Sensory Processing Disorder, Tourette Syndrome, and others. Learn about the indicators, learning styles, and behaviors commonly associated with each disability, how to prevent or address specific behaviors, and techniques to better engage individuals with developmental disabilities in your programs or services. Coursework also delves into the legal protections and accommodations that must be taken into account by educators and other professionals. Courses in this

program are self-paced. Study on your own schedule, and customize your learning experience to match your individual goals. Take all five courses to earn your Mastery Badge, or take only the courses you're most interested in.
URL: https://www.online.colostate.edu/badges/developmental-disabilities/
DEI Issue Type: Developmental and Acquired Disabilities

Dismantling Racism: White Supremacy Culture

Manifestations of White Supremacy Culture

This piece on white supremacy culture is written by Tema Okun and builds on the work of many people, including (but not limited to) Andrea Ayvazian, Bree Carlson, Beverly Daniel Tatum, Eli Dueker, Nancy Emond, Jonn Lunsford, Sharon Martinas, Joan Olsson, David Rogers, James Williams, Sally Yee, as well as the work of Grassroots Leadership, Equity Institute Inc., the People's Institute for Survival and Beyond, the Challenging White Supremacy workshop, the Lillie Allen Institute, the Western States Center, and the contributions of hundreds of participants in the DR process.

Culture is powerful precisely because it is so present and at the same time so very difficult to name or identify. The characteristics listed below are damaging because they are used as norms and standards without being pro-actively named or chosen by the group and because they promote white supremacy thinking and behavior. We all live in a white supremacy culture, so these characteristics show up in the attitudes and behaviors of all of us – white people and People of Color. Therefore, the attitudes and behaviors described here can show up in any group or organization, whether it is white-led or predominantly white or People of Color-led or predominantly People of Color. For a more detailed description of these characteristics and their antidotes, click here or download the file below.

The list of white supremacy characteristics includes: perfectionism, a sense of urgency, defensiveness, valuing quantity over quality, worship of the written word, belief in only one right way, paternalism, either/or thinking, power hoarding, fear of open conflict, individualism, belief that I'm the only one (who can do this 'right'), the belief that progress is bigger and more, a belief in objectivity, and claiming a right to comfort.

Click on the link below to download the entire article on White Supremacy Culture.
Okun on White Supremacy Culture
URL: http://www.dismantlingracism.org/white-supremacy-culture.html
DEI Issue Type: Culture, Ethnicity, Freedom of Speech with Parameters, Language, Race, Socioeconomic Status

Disparity: An Analysis of the Historical, Political, and Funding Factors at the State Level Affecting Black Academic Agriculture

Analyzes the history of land grant institutions, examining disparities around the Morrill Acts of 1862 and 1890, as well as the Hatch-George Act (1887) and the Smith-Lever Agricultural Extension Act (1914).

Citation: Seals, Rupert Grant & Morris, Libby V & Wimberley, Ronald C (1998). *Disparity: an analysis of the historical, political, and funding factors at the state level affecting black academic agriculture* (1st ed). Vantage Press, New York
URL: https://www.amazon.com/Disparity-Historical-Political-Affecting-Agriculture/dp/0533121973
DEI Issue Type: Culture, Ethnicity, Race, Socioeconomic Status

Diversity and Inclusion Pulse: 2017 Leader's Guide

Russell Reynolds Associates surveyed 2,167 male and female executives around the world to understand how companies align themselves around diversity and inclusion (D&I). They compiled insights from their data and their work in the market into six steps that leaders can take to help their companies achieve D&I success.

Click Link Below for PDF file:
Diversity and Inclusion Pulse
URL: https://www.russellreynolds.com/insights/thought-leadership/diversity-and-inclusion-pulse-2017-leaders-guide
DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Gender Awareness, Gender Identity, Language, Race, Socioeconomic Status

Do Programs for Runaway and Homeless Youth Work? A Qualitative Exploration from the Perspectives of Youth Clients in Diverse Settings

This study was guided by the positive youth development (PYD) approach (21), the accepted basis of programming in most RHY settings (22). PYD is a strengths-based approach emphasizing the importance of youths' investment in their own goals and the need to promote autonomy and resilience among youth (21). PYD is a youth-centered model in that it prioritizes the needs of youth and the involvement of young people in meaningful ways in the governance of organizations that serve them (21).
URL: https://www.frontiersin.org/articles/10.3389/fpubh.2018.00112/full
DEI Issue Type: Socioeconomic Status

Do Your Assumptions Affect How You Treat People?
A video produced by Soul Pancake
URL: https://youtu.be/DIV7vlMi4kc
Contact Info: http://soulpancake.com/contact/
Program Links: http://soulpancake.com/
DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Gender Awareness, Gender Identity, Language, Race, Sexual Orientation, Socioeconomic Status

Doing Our Own Work: An Anti-Racism Seminar for White People
At this time in our nation, we are witnessing an alarming resurgence of white supremacy and state sanctioned violence. It is imperative that those of us who are white do the deep work required to claim and embody an anti-racist identity, understand the privilege we carry, and interrupt racism where we live, work, study, and volunteer. Doing Our Own Work helps white people move through places where we often get stuck, so that we can step up with courage, clarity, humility, and compassion to participate in movements led by people of color and help move other white people to greater anti-racist awareness and action. Enrollment is limited to 20 people to facilitate in-depth reflection, dialogue and relationship building.

Doing Our Own Work is designed as a supplement to, not a substitute for, contexts where people of diverse races discuss and strategize together how racism can best be challenged and dismantled.
URL: https://www.justiceleaderscollaborative.com/for-affinity-caucusing
DEI Issue Type: Culture, Ethnicity, Race

Education, Citizenship, and Social Justice
Education, Citizenship and Social Justice provides a strategic forum for international and multi-disciplinary dialogue for all academic educators and educational policy-makers concerned with the meanings and form of citizenship and social justice as these are realized throughout the time spent in educational institutions.
URL: https://journals.sagepub.com/loi/esj

Emotional intelligence and organizational effectiveness
This article explores the role of Emotional Intelligence (EI) in achieving organizational effectiveness and how it is reiterated in studies carried out across the globe. However, assessment and predictability of EI leading to success is still a very important issue to be addressed. Available literature suggests that facets of EI align well within the framework of achieving goals of the organization and ultimately leading to job satisfaction.
URL: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4085815/
DEI Issue Type: Culture, Geographical Location, Language, Race

Emotional Intelligence on Generations

Success in the workplace takes a lot more than education, book knowledge or experience. Organizations and the conscious, achievement-oriented managers needs a high rate of "emotional intelligence" to be successful. This study explores the question of emotional intelligence according to generations.
URL: https://www.researchgate.net/publication/270904904_A_Research_about_Emotional_Intelligence_on_Generations
DEI Issue Type: Culture, Geographical Location, Language, Race

Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success

This article presents an overview of the ability model of emotional intelligence and includes a discussion about how and why the concept became useful in both educational and workplace set-tings. We review the four underlying emotional abilities comprising emotional intelligence and the assessment tools that that have been developed to measure the construct. A primary goal is to provide a review of the research describing the correlates of emotional intelligence. We describe what is known about how emotionally intelligent people function both intra- and interpersonally and in both academic and workplace settings.
URL: http://ei.yale.edu/wp-content/uploads/2013/09/pub184_Brackett_Rivers_Salovey_2011_Compass-1.pdf
DEI Issue Type: Culture, Geographical Location, Language

Ending Youth Homelessness Guidebook Series: Promising Program Models

Ending Youth Homelessness: Overview of this Guidebook Series. This series of three guidebooks is designed for Continuum of Care (CoC) leadership and stakeholders to use as a direct, hands-on action plan in efforts to prevent and end youth homelessness, as they have been directed to ensure there is an effective and efficient system of care for all persons and households experiencing homelessness. The Guidebooks include suggested strategies, identification of promising practices, and considerations for CoCs and their partners that can be implemented immediately.
URL: https://files.hudexchange.info/resources/documents/Ending-Youth-Homelessness-Promising-Program-Models.pdf
DEI Issue Type: Socioeconomic Status

Ending Youth Homelessness: Promising Program Models

This guidebook from the US Department of Housing and Urban Development (HUD) is designed for Continuum of Care (CoC) leaders and stakeholders to use as a direct, hands-on action plan in their efforts to prevent and end youth homelessness. It provides information about emerging program models in the

following areas: primary prevention, identification and engagement, emergency and crisis response, and tailored housing and services. This guidebook describes key features and promising practices of these models and potential funding sources to help CoC providers plan, develop, and improve their own youth-appropriate services.

Click Link Below for PDF File:
[Ending-Youth-Homelessness-Promising-Program-Models](https://rhyclearinghouse.acf.hhs.gov/library/2016/ending-youth-homelessness-promising-program-models)
URL: https://rhyclearinghouse.acf.hhs.gov/library/2016/ending-youth-homelessness-promising-program-models
DEI Issue Type: Socioeconomic Status

Engaging Latino Youth Community Base Programs: Findings from the First Ten Years of the Oregon 4-H Latino Outreach Project

Across the nation, community-based organizations are facing the challenges that accompany serving new, ethnically and racially diverse audiences. For many communities this is the first time they have experienced foreign immigration and the cultural diversity it brings. Given a shortage of easily accessed information related to working with specific culturally diverse audiences, many organizations often proceed through a process of trial and error. In actuality, there exists a wealth of knowledge and experience resident in organizations that have successfully worked with racially and ethnically diverse groups. However, programming demands leave little time for staff to think about synthesizing and sharing their information.

As one attempt to make information about Latino outreach more accessible, the Oregon State University Extension 4-H program offers this publication to share knowledge and in-sight gained through the implementation of the Oregon 4-H Latino Outreach Project. The intent is to provide pertinent and helpful information, particularly for those who are new to Latino outreach.
URL: https://copdei.extension.org/wp-content/uploads/2019/06/Engaging_Latino_Youths_in_Community_-_Based_Programs.pdf
DEI Issue Type: Culture, Ethnicity, Race

Equity and Empowerment Lens - Multnomah County

The Equity and Empowerment Lens (with a racial justice focus) is a transformative quality improvement tool used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs. At its core, it is a set of principles, reflective questions, and processes that focuses at the individual, institutional, and systemic levels by:

- deconstructing what is not working around racial equity;

- reconstructing and supporting what is working;

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- shifting the way we make decisions and think about this work; and

- healing and transforming our structures, our environments, and ourselves.

URL: https://multco.us/diversity-equity/equity-and-empowerment-lens/whats-new

Equity and Empowerment Lens (Racial Justice Focus)

A Lens leads us to think about issues in a new way; it can bring an idea into focus, or alternately, expand it outward and upward. In this particular case, this Lens does both, by asking us to focus in on how equity and racial justice relate to a particular issue at hand, and then how that issue also exists in relation to a much larger system of factors. The concepts of equity and empowerment are not new per se; many cultures have been focusing on balance, sustainability, relationships, and honest analyses of cause and effect for thousands of years.

URL: https://multco.us/file/31833/download

DEI Issue Type: Culture

Everyday Racism - Algebra or Pre-Algebra?

Narrator: Tony is an African American student about to begin high school. He wants to be the first in his family to attend college and hopes to be a biologist. He did well in middle school and took advanced math. But he didn't score well on the school district's new high school placement exam. Compared to white students, most Black and Latino students don't score as well on this exam. The students of color mostly come from two middle schools, known as the worst schools in the district in the poorest part of town. They're overcrowded and have the least qualified teachers. When Tony enrolled at the high school, he was referred to Mr. Perez, the guidance counselor. He was happy Mr. Perez was Latino since most teachers at the high school are white.

Mr. Perez: Tony, you seem like a good student but I'd recommend that you enroll in the Pre-Algebra class instead of the regular Algebra class.

Narrator: Mr. Perez, for years, has been routinely advising most African American and Latino students to take Pre-Algebra because a lot of them fail regular Algebra.

Tony: But I've already taken advanced math class in middle school. And I know that Algebra is a requirement before I can take any science classes.

Mr. Perez: I'd really like to help you, but the school district has new testing policies—if you don't score well on the placement exam, you can't take Algebra. That's the rules.

Narrator: Mr. Perez didn't have the heart to tell Tony that his chances of getting into the local college were not good because you need three high school science classes. If you take Pre-Algebra freshman year and regular Algebra sophomore year, you'd have to take all three science classes in your last two years of high school. After meeting with Mr. Perez, Tony talked to his friend Jason, one of the few white students who attended the same junior high school as Tony.

Jason: Are we gonna be in Algebra class together?

Tony: I guess not. They're making me take Pre-Algebra because of my placement test scores. It's the new policy and I don't have a choice.

Jason: Those tests are messed up. Guess you can't do much about it if those are the rules.

Narrator: Jason didn't tell Tony that he had just overheard his white friends in the hall saying, "since mostly whites got into Algebra class, it proves they must be smarter." Tony then talked to his friend Nary, who is Cambodian, and one of the few Asian Americans at the school.

Nary: I have to take Pre-Algebra, too. I don't have the brains to pass the regular Algebra class anyway. Who needs advanced math, anyway? I can get a better grade in home economics.

Narrator: As the day went on, Tony realized that most white students had, in fact, gotten into Algebra, while most students of color were assigned to Pre-Algebra. He felt angry, disappointed and embarrassed about his test scores. He wasn't sure if there was anything he could do. His excitement about beginning high school quickly began to fade.

Copyright: Racial Justice Leadership, by Terry Keleher, Race Forward

A Guide for Analyzing Different Levels of Racism
Instructions: Answer the five questions below. List in each box, examples of the level or racism you think is occurring in the scenario or situation you're analyzing. You don't have to identify every possible example because it's important to leave ample time to address the last question.

- *What are examples of Internalized Racism (racism within individuals)?*
- *What are examples of Interpersonal Racism (racism between individuals)?*
- *What are examples of Institutional Racism (racism within institutions and systems of power)?*
- *What are examples of Structural Racism (racism among institutions and across society)?*
- *What is a proposed solution that could produce institutional change in this scenario?*

_____

Note: Structural racism includes history, culture, interacting institutions and policies, and racial ideology––for example: common norms and myths, popular cultural images and stereotypes, the compounding effects of other institutions, etc.

URL: http://raceforward.org/

DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Faith-based Beliefs (Religious or Spiritual), Geographical Location, Language, Race, Sexual Orientation, Socioeconomic Status

Experiences of Violence, Perceptions of Neighborhood, and Psychosocial Adjustment among West African Refugee Youth

This study examined experiences of school and community violence exposure, perceptions of neighborhood, and socio-emotional health among refugee and nonrefugee youth in The Republic of The Gambia, West Africa. Participants included 943 10th and 11th grade students at 6 Gambian senior secondary schools. Participants completed a self-report survey (the Social and Health Assessment). Findings indicate that, although both refugee (n = 33) and nonrefugee (n = 910) youth reported frequent exposure to community and school violence, refugee youth report the highest levels. Refugee youth also reported significantly higher levels of post-traumatic stress reaction and delinquent behavior compared with their Gambian peers.

Refugee youth were significantly more likely to report having been high from alcohol or marijuana at school, and having sold drugs to earn money within the past year compared to Gambian youth. Among Gambian youth, those living in neighborhoods with a refugee presence were more likely than those living in neighborhoods without refugees to report higher levels of community and school violence exposure. Perceptions of neighborhood emerged as a significant moderator in the link between refugee status and delinquent behavior and depression. Negative perceptions of neighborhood were related to increased levels of delinquent behavior among refugee youth, but not among Gambian youth. Neighborhood perceptions did not appear to influence post-traumatic stress reaction among refugee or Gambian youth. The research sheds light on the socio-emotional health of refugee youth who are in the resettlement stage of adjustment and their nonrefugee peers.
URL: https://psycnet.apa.org/record/2014-44155-001
DEI Issue Type: Socioeconomic Status

Extension Foundation's Civil Dialogue Website

A resource curated by the ECOP Rapid Response team for Civil Discourse on Race Relations. The site documents the April 2017 report and organizes all of the useful resources submitted by partners. The team also developed a competency framework that may be used for training.
URL: https://civildialogue.extension.org/
Contact Info: https://civildialogue.extension.org/about-the-civil-dialogue-team/
DEI Issue Type: Race

Factors Associated with Drop-in Center Utilization Among Unaccompanied Youth Experiencing Homelessness.

Drop-in centers for homeless youth take a low barrier approach to addressing both their basic needs (e.g., food, hygiene, clothing) and higher-level needs (e.g., substance use treatment, mental health care, HIV/STD-related programs). Prior studies indicate that youth who use drop-in centers show improvements in health-related behaviors over time. The purpose of this study was to identify factors associated with drop-in center attendance in this population.
URL: https://ideas.repec.org/a/eee/cysrev/v91y2018icp347-354.html
DEI Issue Type: Socioeconomic Status

Federal Data Summary: School Years 2014-15 to 2016-17: Education for Homeless Children and Youth

This report marks the thirteenth school year for which the U.S. Department of Education (ED) has collected annual performance data from all states for the Education for Homeless Children and Youth (EHCY) program. The EDFacts Submission System allows for the collection of unduplicated data on students who experienced homelessness and were reported as enrolled in public schools, even if they attend more than one local educational agency (LEA) during the school year. This report draws from that data to provide the only publicly available compilation of unduplicated data for the EHCY program.
URL: https://nche.ed.gov/wp-content/uploads/2019/02/Federal-Data-Summary-SY-14.15-to-16.17-Final-Published-2.12.19.pdf
DEI Issue Type: Socioeconomic Status

Foster Youth Education Toolkit v3

Tool kit for working with youth in foster care.
URL: https://kids-alliance.org/wp-content/uploads/2016/09/FosterYouthEducationToolkit_v3.pdf
DEI Issue Type: Socioeconomic Status

Foundation Individual Rights in Education

Curated by the fire.org (Foundation for Individual Rights in Education). These resources outline ones' rights to their freedom of speech in relation to civility.

- First Amendment Library

- PodCast/Freedom of Speech

URL: https://www.thefire.org/
DEI Issue Type: Freedom of Speech with Parameters

From Hopelessness to Hope Social Justice Pedagogy in Urban Education and Youth Development

This article reviews the social justice youth development (SJYD) model conceptualized to facilitate and enhance urban youth awareness of their personal potential, community responsibility, and broader humanity. The SJYD requires the healing of youth identities by involving them in social justice activities that counter oppressive conditions preventing healthy self-identification. Data from a school-based organization in Tucson called the Social Justice Education Project (SJEP) describe the objectives and outcomes of the curricula employed by the SJEP. While urban youth engage in social justice activities and become committed agents of change, positive educational and development experiences will emerge.
URL: https://journals.sagepub.com/doi/pdf/10.1177/0042085911399931
DEI Issue Type: Culture

General Adaptations for 4-H Leaders

For many children/adolescents with disabilities, the key to success in any activity is having appropriate adaptations, accommodations, or modifications. Educational legislation, such as No Child Left Behind and the Individuals with Disabilities Education Act, require ALL students with disabilities to participate in the general education curriculum. Approximately, 86.5% of all students with disabilities are able to achieve grade level content standards with adaptations, including accommodations and modifications. Thus, it is essential that anyone involved in working with children and adolescents be familiar with adaptions,accommodations, and modifications. The following are some easy accommodations that leaders can make for children and youth with disabilities. Many of these accommodations will benefit all 4-Hers.
URL: https://www.extension.iastate.edu/4h/files/page/files/Accommodations%20for%204-H%20leaders%201.pdf
DEI Issue Type: Developmental and Acquired Disabilities

Get comfortable with being uncomfortable | Luvvie Ajayi

Luvvie Ajayi isn't afraid to speak her mind or to be the one dissenting voice in a crowd, and neither should you. "Your silence serves no one," says the writer, activist and self-proclaimed professional troublemaker. In this bright, uplifting talk, Ajayi shares three questions to ask yourself if you're teetering on the edge of speaking up or quieting down — and encourages all of us to get a little more comfortable with being uncomfortable.
URL: https://youtu.be/QijH4UAqGD8
DEI Issue Type: Freedom of Speech with Parameters

Guide to Best Practices in Faculty Search and Hiring

This guide begins with a checklist of best practices in faculty search and hiring. It is our hope that these practices will come to be incorporated into all standard faculty searches conducted at Columbia.

The list, on the following pages, also serves as an outline of this guide. Each section provides additional information on the recommended practice: why it's important and suggestions for how to implement it.

This guide is intended to provide assistance to department chairs and search committee chairs and members engaged in hiring new faculty. It is written as a living document; in that spirit, we invite feedback on what works, what doesn't, and what should be added.

Please address all comments and suggestions to Vice Provost for Faculty Diversity and Inclusion Dennis A. Mitchell at DML48@columbia.edu.
URL: https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf
DEI Issue Type: Culture

Guide to Mentoring Boys and Young Men of Color

The practices and resources discussed in this guide will be useful to any mentoring program serving Boys and Young Men of Color (BYMOC) and will help them ensure that their services are culturally relevant and effective in changing lives and communities. This review organizes four topics around mentoring BYMOC as well as the outcomes from doing so.
URL: https://www.mentoring.org/new-site/wp-content/uploads/2016/05/Guide-to-Mentoring-BYMOC.pdf
DEI Issue Type: Culture, Race

Guide to Recruiting Black Men as Mentors for Black Boys April 2014

The difficulties faced by black male youth in their quest for educational success are well documented. Black men are uniquely positioned to help guide these youth to educational success and a productive future and through the barriers that stand in their way. But there are almost always more black boys to be mentored than black men to mentor them in formal mentoring programs. This guide will help mentoring programs engage in a productive and inclusive recruitment campaign.
URL: https://www.mentoring.org/new-site/wp-content/uploads/2016/02/Black-Male-Mentoring-Handbook.pdf

Helping Children and Adolescents Cope with Violence and Disasters

Each year, children experience violence and disaster and face other traumas. Young people are injured, they see others harmed by violence, they suffer sexual abuse, and they lose loved ones or witness other tragic

and shocking events. Community members — teachers, religious leaders, and other adults — can help children overcome these experiences and start the process of recovery.

Click Here for PDF File:
[Module 7_HO 27 Help Cope with Violence and Disasters_170227](#)
URL: https://www.gulfbend.org/poc/view_doc.php?type=doc&id=58651

Homeless Hub

The Homeless Hub is a web-based research library and information centre representing an innovative step forward in the use of technology to enhance knowledge mobilization and networking.

Given the growing interest in developing solutions to homelessness, it is increasingly important to know what works, why it works and for whom it works. There is extensive research that examines causes and current conditions of homelessness but little –although growing—literature that can describe effective interventions in a practical way. The sharing of solutions is key to avoid "reinventing the wheel" in each community. While there are few "one-size-fits-all" solutions to homelessness, with the right tools and information communities could learn from each other and adapt initiatives to local contexts.
URL: https://www.homelesshub.ca/solutions/best-promising-and-emerging-practices

How to Foster Workplace Belonging Through Successful Employee Resource Groups

This Forbes article explores how in order for a company to successfully scale itself, it must maintain a culture of empowerment and community. One initiative that is particularly impactful in creating a sense of belonging is the formation of Employee Resource Groups (ERGs). ERGs, which Catalyst defines as "voluntary, employee-led groups that foster a diverse, inclusive workplace aligned with organizational mission, values, goals, business practices, and objective," are important because of their shared purpose of bringing employees together.
URL: https://www.forbes.com/sites/rebekahbastian/2019/02/11/how-to-foster-workplace-belonging-through-successful-employee-resource-groups/#5e80c30bdc73
DEI Issue Type: Culture, Freedom of Speech with Parameters

How to overcome our biases? Walk boldly toward them.

Our biases can be dangerous, even deadly — as we've seen in the cases of Michael Brown in Ferguson, Missouri, and Eric Garner, in Staten Island, New York. Diversity advocate Vernā Myers looks closely at some of the subconscious attitudes we hold toward out-groups. She makes a plea to all people: Acknowledge your biases. Then move toward, not away from, the groups that make you uncomfortable. In a funny, impassioned, important talk, she shows us how.

This talk was presented to a local audience at TEDxBeaconStreet, an independent event. TED's editors chose to feature it for you.

ABOUT THE SPEAKER
Vernā Myers · Diversity advocate
Vernā Myers is dedicated to promoting meaningful, lasting diversity in the workplace.
URL: https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them/discussion
DEI Issue Type: Culture, Ethnicity, Race

How to Survive a Difficult Conversation: Race Ahead

Thoughtful reflection on conversations with people of color and white people and how all of us are in this together one way or another.
URL: https://fortune.com/2019/10/21/how-to-survive-a-difficult-conversation-raceahead/
DEI Issue Type: Culture, Language, Race

If There's Only One Woman in Your Candidate Pool, There's Statistically No Chance She'll Be Hired

There are more CEOs of large U.S. companies who are named David (4.5%) than there are CEOs who are women (4.1%) — and David isn't even the most common first name among CEOs. (That would be John, at 5.3%.)

Despite the ever-growing business case for diversity, roughly 85% of board members and executives are white men. This doesn't mean that companies haven't tried to change. Many have started investing hundreds of millions of dollars on diversity initiatives each year. But the biggest challenge seems to be figuring out how to overcome unconscious biases that get in the way of these well-intentioned programs. This article provides recently conducted research that suggests a potential solution.
URL: https://hbr.org/2016/04/if-theres-only-one-woman-in-your-candidate-pool-theres-statistically-no-chance-shell-be-hired
DEI Issue Type: Culture

Inclusive Faculty Hiring

Increasing the diversity of the faculty is an important goal of the University of Maryland. The Inclusive Faculty Hiring Pilot Program engages search committees in evidence-based practices shown to reduce implicit bias and enhance the recruitment, outreach, evaluation and hiring of diverse faculty. Funded by the Provost's Office and led by ADVANCE in partnership with the Office of Diversity & Inclusion, we are treating

this program as an action research project. We will compare whether use of best practices influences diverse hiring outcomes over a two-year period, with the goal of expanding pilot practices to the remaining 6 colleges in subsequent years. Participating colleges include the colleges of Behavioral & Social Sciences, Agricultural & Natural Resources, Arts & Humanities, Computer, Mathematical, and Natural Sciences, Education, and Architecture, Planning & Preservation.

We have additionally hosted sessions on mitigating bias in hiring and other areas of graduate student and faculty careers for UMD departments and professional associations. If you are interested in hosting one of these sessions for your department or group, please contact Dawn Culpepper at dkculpep@umd.edu.
URL: https://www.advance.umd.edu
DEI Issue Type: Culture

Increasing Cultural Awareness & Equity in Extension Programs - Online Modules

National 4-H Council is pleased to launch the *Increasing Cultural Awareness & Equity in Extension Programs* modules. The modules are authored by Dr. Nia Imani Fields from University of Maryland Extension- 4-H Youth Development. These self-directed modules are designed for educators who work with youth, adults, and communities, as well as Extension administrators interested in increasing cultural awareness.

The modules are designed to:

- introduce you to foundational terms related to cultural competencies and equitable practices, and

- encourage you to explore dimensions of culture.

You will engage in reflective activities and are encouraged to utilize the supplemental resources to further your learning. At the conclusion of these modules, you will have an increased awareness of common terms related to diversity, inclusion, and equity. You will be asked to reflect on your own identity and make connections to the diversity of cultures around you. These modules are centered around intercultural and social justice competencies (Bennett, 1986; Ginwright & Cammarota, 2002; Teaching Tolerance, 2018), and the 4-H Professional, Research, Knowledge and Competencies related to Access, Equity and Opportunity (PRKC) (4-H National Headquarters, 2017).

Authentic dialogue and the development of one's cultural competencies and empathy, requires more than engaging in a series of educational modules. Developing one's cultural competencies requires lifelong self-reflection, learning about diverse groups and communities, and a commitment to better understanding historical barriers that exist for marginalized groups in society. You are encouraged to continue your learning through the various recommended resources highlighted throughout the modules.

Module 1: Equity in Extension Programs: Getting to Know the Language

What You Will Learn:

- The purpose of the Extension Equity Modules

- Foundational terms related to cultural competencies and equity

Module 2: A Diversity and Culture Self-Reflection

What You Will Learn:

- Different dimensions of diversity

- Methods to reflect on one's own culture

To access the course:

1. Go to https://campus.extension.org

2. The login pane is on the left side of the screen. Enter existing login credentials or choose "Create New account"

3. Once logged in, search for the course "Increasing Cultural Awareness & Equity in Extension Programs"

4. To enroll in this course

5. Select the course

6. Enter the Enrollment Key (your state name, i.e. Maryland)

7. Select "Enroll Me"

URL: https://campus.extension.org/
DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Geographical Location, Race, Socioeconomic Status

Increasing Equitable Care for Youth through Coordinated School Health

Nearly a quarter of the students in the U.S. education system have a chronic health condition, disability, or special healthcare need. Students living in poverty and those at risk for or with disabilities have higher rates of health issues and encounter more barriers to accessing appropriate health care than their peers. The reciprocal influences between health and education as critical social determinants for youth are well

established and prompted the development of a comprehensive model of school-based coordinated health, the Whole School, Whole Community, Whole Child (WSCC) model. A brief overview of (a) education-related health issues experienced by students living in poverty and those at risk for or with disabilities, (b) access to health care, (c) the need for coordinated care, and (d) the WSCC model are provided. The WSCC model represents an unprecedented opportunity to increase equitable care for youth through coordinated school health.

URL: https://onlinelibrary.wiley.com/doi/full/10.1002/pits.22081

Institutional Interventions to Prevent Implicit Bias from Undermining Organizational Diversity

A resource curated by the Kirwan Institute for the Study of Race and Ethnicity.

URL: http://kirwaninstitute.osu.edu/combatting-implicit-bias-in-the-workplace/

DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Gender Awareness, Gender Identity, Language, Race, Sexual Orientation, Socioeconomic Status

Journal of Disability Policy Studies

Journal of Disability Policy Studies (JDPS) addresses compelling variable issues in ethics, policy and law related to individuals with disabilities. Regular features include "From My Perspective," which discusses issues confronting a particular disability discipline or area, and "Point/Counterpoint" which addresses timely ethical issues affecting individuals with disabilities. This journal is a member of the Committee on Publication Ethics (COPE). Average time from submission to first decision: 26 days

URL: https://journals.sagepub.com/home/dps

DEI Issue Type: Developmental and Acquired Disabilities

Journal of Diversity in Higher Education

Journal of Diversity in Higher Education largely publishes empirical research focused on issues related to issues of diversity, equity, and inclusion in post-secondary environments. Their manuscripts address the experiences and outcomes of individuals from underrepresented and underserved communities, focusing on institutional barriers and challenges, patterns of access and achievement, and the impact of engaging with diverse students, faculty, and administrators.

URL: https://www.apa.org/pubs/journals/dhe/

Leadership for Social Justice: Preparing 21st Century School Leaders for a New Social Order

Research curated by: Gaetane Jean-Marie, University of Oklahoma Anthony H. Normore, California State University, Dominguez Hills, and Jeffrey S. Brooks University of Missouri

URL: https://files.eric.ed.gov/fulltext/EJ875408.pdf
DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Faith-based Beliefs (Religious or Spiritual), Geographical Location, Language, Race, Sexual Orientation, Socioeconomic Status

Lesson plan - Calculating the Poverty Line

Classroom experiences that critically investigate the causes and meaning of poverty in our own nation offer students tools for change, and new ways to interpret the world around them.

Grade Level 3-5, 6-8
URL: https://www.tolerance.org/classroom-resources/tolerance-lessons/calculating-the-poverty-line
DEI Issue Type: Socioeconomic Status

Lesson plan - Editorial Cartoons- Poverty, Environmental Justice

This is the fourth lesson in the series "Using Editorial Cartoons to Teach Social Justice. "People who are poor don't have access to the kinds of resources—good jobs, high-quality education and health care, for example—that people with more money have. One thing they do have access to, unfortunately, is a disproportionate share of environmental problems. You can see why: People who can afford to, live in places far away from oil wells, factories and toxic waste dumps. People with less money more often live near those environmentally undesirable—and often dangerous—places.

Grade Levels 6-8, 9-12
URL: https://www.tolerance.org/classroom-resources/tolerance-lessons/editorial-cartoons-povertyenvironmental-justice
DEI Issue Type: Socioeconomic Status

Lesson plan - How Natural Disasters Affect People Experiencing Poverty

In this lesson students will identify and explore connections between poverty and natural disasters.

Grade Level 3-5
URL: https://www.tolerance.org/classroom-resources/tolerance-lessons/how-natural-disasters-affect-people-experiencing-poverty
DEI Issue Type: Socioeconomic Status

Lesson plan - Poverty and Natural Disasters- Exploring the Connections

In this lesson students will identify and explore connections between poverty and natural disasters.

Grade Level 6-8, 9-12
URL: https://www.tolerance.org/classroom-resources/tolerance-lessons/poverty-and-natural-disasters-exploring-the-connections
DEI Issue Type: Socioeconomic Status

Lesson plan - Race and Poverty

In this lesson, students will learn that race is a factor often connected to poverty and that institutions can create obstacles for the poor—and for people of color who live in poverty—that block participation and achievement.

Grade Level 6-8, 9-12
URL: https://www.tolerance.org/classroom-resources/tolerance-lessons/race-and-poverty
DEI Issue Type: Socioeconomic Status

Lesson Plan - The Cycle of Poverty

This lesson is the third in a series called "Issues of Poverty." Students explore the causes of poverty in the United States and the structural factors that perpetuate it. Students will examine the ways poverty is closely related to economic and political policy, and will work to discover why it disproportionately affects members of non-dominant groups—that is, groups that have historically been oppressed.

Grade Level 6-8, 9-12
URL: https://www.tolerance.org/classroom-resources/tolerance-lessons/the-cycle-of-poverty
DEI Issue Type: Socioeconomic Status

Lesson Plan: Exploring Gender Stereotypes in Stories

This lesson allows children to look at one or more picture books that counter gender stereotypes. After discussion of the book, children will engage in a creative writing activity geared to fostering individual identity and resisting social definitions of what and how a boy or girl "should" be.

Grade Level K-2, 3-5
URL: https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-gender-stereotypes-in-stories
DEI Issue Type: Gender Identity

LGBTQ Supplement to the Elements of Effective Practice for Mentoring

The LGBTQ Supplement to the Elements of Effective Practice for Mentoring responds to a long-standing call to extend the reach and quality of mentoring relationships to one of our nation's most underserved, marginalized, and vulnerable populations—youth who are lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQQ).

As a part of a shared commitment by Big Brothers Big Sisters of America (BBBSA) and MENTOR: The National Mentoring Partnership (MENTOR) to improve mentoring services to all children and youth across the country, the LGBTQ Supplement to the Elements of Effective Practice for Mentoring offers step-by-step operations guidance to develop safer, more affirming, and responsive mentoring relationships for LGBTQQ youth.

URL: https://www.mentoring.org/new-site/wp-content/uploads/2019/03/MENTOR_LGBTQ-Supplement-to-EEP-for-Mentoring.pdf

DEI Issue Type: Gender Awareness, Gender Identity, Sexual Orientation

Mapping Tools

Mapping tools to assist in understanding currently served and under-served areas.

- Zee Maps

- Mapme

URLs:

Zee Maps

Mapme

DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Faith-based Beliefs (Religious or Spiritual), Geographical Location, Language, Race, Sexual Orientation, Socioeconomic Status

Maryland 4-H Issue Forum

https://youtu.be/VEx6EXeQa_o

Maryland 4-H hosts Issue Forums to intentionally focus on addressing areas of social injustice within communities, the country, and the world. The purpose of these forums is to bring an engaged group of youth, community members, and educators together to deliberate about an important community issue with the help of facilitators who provide factual background and guide the conversation.

Program Goals:

- Gather a group of engaged youth and adults to discuss a community issue

- Increase understanding of Injustice (global – state– Local)

- Develop a greater advocacy in Maryland

- Develop a cohort of young activists who are engaged in community and civic engagement

- Identify strategies to address the issue

This 3-day event is divided into 3 distinct segments:

1. FRAMING: Framing the social justice issue & team building

2. DISCOVERY: Engagement in action research/service project/hands-on learning

3. ACTION: Developing community action plans

URL: https://extension.umd.edu/programs/4-h-youth-development/program-areas/youth-and-adult-leadership/maryland-4-h-issue-forum
DEI Issue Type: Geographical Location, Socioeconomic Status

Measuring Racial Equity in the Food System: Established and Suggested Metrics

This tool offers an expansive list of metrics that U.S. food system practitioners and food movement organizations can use to hold ourselves accountable for progress towards a more equitable food system.

The metrics are either currently in use or are recommended by food system practitioners and food movement organizations in the United States.

They are described, cited, and organized by themes: food access, food and farm business, food chain labor, and food movement.

Click Link Below for PDF file:
Measuring-Racial-Equity-in-the-Food-System
URL: https://www.canr.msu.edu/resources/measuring-racial-equity-in-the-food-system
DEI Issue Type: Culture, Ethnicity, Faith-based Beliefs (Religious or Spiritual), Gender Awareness, Geographical Location, Language, Race, Socioeconomic Status

Mentoring Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, and Gender Nonconforming Youth

This review examines research on mentoring for youth who are lesbian, gay, bisexual, transgender, questioning, intersex, and gender nonconforming (LGBTQI-GNC). It is organized around four topics: a) the documented effectiveness of mentoring for LGBTQI-GNC youth; b) the extent to which mentor, youth, and program characteristics influence effectiveness; c) the processes that may link mentoring to outcomes in LGBTQI-GNC youth; and d) the extent to which efforts to provide mentoring for LGBTQIGNC youth have reached and engaged these youth, been implemented with high quality, and been adopted and sustained by host organizations and settings. At present, few empirical studies have been conducted to address any of the above questions.

URL: https://nationalmentoringresourcecenter.org/resource/mentoring-for-lgbtqi-gnc-youth/

DEI Issue Type: Gender Awareness, Gender Identity, Sexual Orientation

Microaggressions and Social Work Practice, Education, and Research

An editorial article by Michael S. Spencer, School of Social Work, University of Michigan, Ann Arbor, Michigan, USA

To cite this article:
Michael S. Spencer (2017) Microaggressions and Social Work Practice, Education, and Research, Journal of Ethnic & Cultural Diversity in Social Work, 26:1-2, 1-5, DOI: 10.1080/15313204.2016.1268989

URL: https://doi.org/10.1080/15313204.2016.1268989

DEI Issue Type: Culture, Developmental and Acquired Disabilities, Ethnicity, Faith-based Beliefs (Religious or Spiritual), Geographical Location, Language, Race, Sexual Orientation, Socioeconomic Status

Missed Opportunities: Youth Homelessness in America.

National Estimates highlights results from a national survey on unaccompanied youth homelessness in America. The study captures youth homelessness broadly, including sleeping on the streets, in shelters, running away, being kicked out, and couch surfing. Overall, findings show one in 10 young adults ages 18-25, and at least one in 30 adolescents ages 13-17, experience some form of homelessness unaccompanied by a parent or guardian over the course of a year. As a nation, we are missing opportunities to ensure that all young people can reach their full potential and contribute to stronger communities and economies across the country.

URL: http://voicesofyouthcount.org/wp-content/uploads/2017/11/VoYC-National-Estimates-Brief-Chapin-Hall-2017.pdf

DEI Issue Type: Socioeconomic Status

Moving the needle on strategic diversity: Lessons learned from strategic diversity measurement in 2015 and 2019

How are organizations thinking about D&I in 2019, especially regarding strategic goals? Are HR leaders satisfied with the progress their organizations have made on diversity and inclusion programs? If so, what are examples of their best practices. If not, is there anything they can do to improve?

To answer these questions and more, the Human Capital Media Research and Advisory Group and Affirmity partnered again for the 2019 Strategic Diversity Measurement survey. The survey is a refresh and expansion of the 2015 survey on strategic diversity measurement. By comparing results examining the best practices from each of the surveys, we can see where the needle has moved on diversity and inclusion and what organizations need to do to advance their D&I goals.

URL: https://dei.extension.org/wp-content/uploads/2019/08/Affirmity_Diversity_Workforce_whitepaper_FINAL_web17938.pdf

DEI Issue Type: Culture, Ethnicity, Language, Race, Socioeconomic Status

National 4-H Access, Equity and Belonging Committee

The Access, Equity and Belonging Committee (AEBC) seeks to support the 4-H System to reach its National 4-H Grows, A Promise to America's Kids Vision: In 2025, 4-H will reflect the population demographics, vulnerable populations, diverse needs and social conditions of the country. This vision has the elements of inclusion, caring adults, serving at minimum 1 in 5 youth, and the volunteers and staff reflect the diversity of the population. This Committee aims to increase the capacity of 4-H and the Cooperative Extension System to meet this opportunity and to create a more inclusive organizational culture.

URL: https://access-equity-belonging.extension.org/

DEI Issue Type: Culture, Ethnicity, Language, Race