

EXECUTIVE SUMMARY

An Evaluation of Inclusive Excellence in Cooperative Extension's Educational Programming

Purpose and Use

This evaluation sought to understand the current state of Inclusive Excellence practice in UW-Cooperative Extension's educational programming. Applying lessons learned from this study can improve organizational efforts to build on what works well and address barriers that consistently create challenges for expanding access and inclusion across the state.

Evaluation Questions

- 1) In what ways are UW-Cooperative Extension employees doing programming in an innovative and effective way related to inclusion and what can we learn from this?
- 2) What are the barriers to inclusive programming and how can they be addressed?

Methodology

A qualitative analysis of a sample of results narratives from Recording Results and Civil Rights reviews from 2014.

Key Lessons Learned

- There is no "one size fits all" practice or set of practices for addressing barriers to inclusive programming
 - Each situation is unique and complex and requires a thoughtful analysis that engages diverse voices and perspectives
- Promising practices for inclusive programming often address multiple barriers simultaneously
- Addressing certain barriers facilitates multiple, often complimentary, promising practices

Barriers to Inclusive Programming

Relational: Lack of trust, lack of knowledge about non-traditional audience/community, not tapping into existing relationships, unclear or miscommunication, unclear boundaries about program leadership, lack of local support

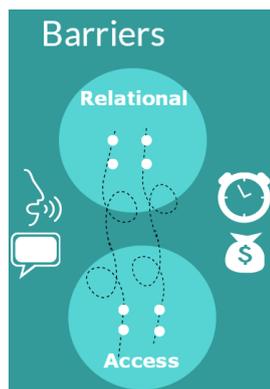
Access: Accommodations for persons with disabilities, physical access, emotional access

Language: Translation and interpretation

Resources: Time and money

Like buttons on a shirt

Relational and access barriers, the most common types of barriers in this study, are connected by the common threads of language and resource barriers.



Promising Practices for Inclusive Programming

Relationship Building: Reflecting values of trust, respect, indigenous knowledge, making connections through existing partnerships, listening to target audience and engaging diverse voices in planning processes

Communication: Use of appropriate language, media and technology

Accommodation: Physical and emotional access; ADA compliance; Universal tools and adaptive technologies

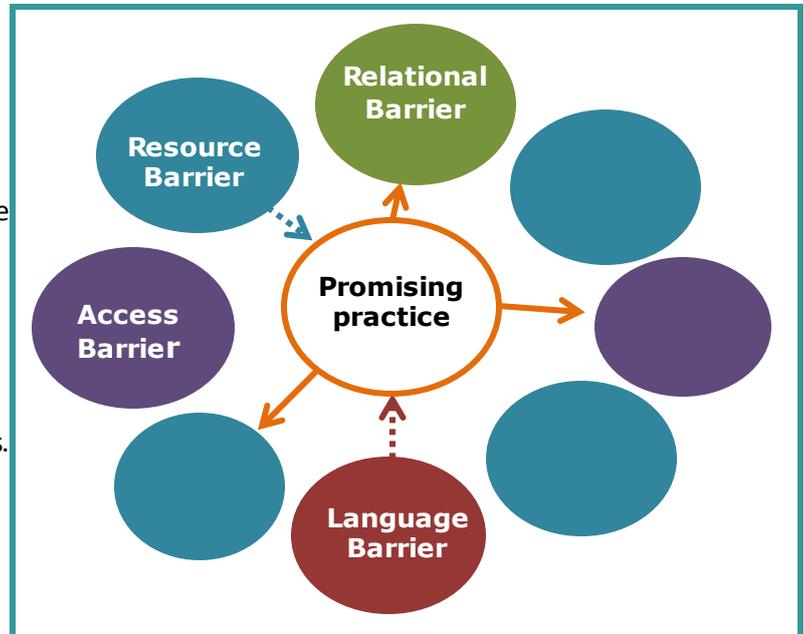
Learner-centered and culturally relevant program design, teaching and curricula

Relationships between Barriers and Promising Practices

There is a give-and-take relationship between barriers and promising practices. Practices often address multiple barriers, yet they also require certain resources. These resources sometimes become barriers themselves, but in some cases, another practice can be used to fulfil these needs. For instance, the practice of *listening to community members* fosters effective communication between groups, builds trust, and increases knowledge about an intended audience. At the same time, listening requires time on the part of practitioners, a safe and accessible space, and a shared language.

Turning Barriers into Promising Practices

The diagram to the right serves as both a visual representation of the relationships between barriers and promising practices and as a tool for practitioners thinking about challenges to inclusive programming and how they may overcome them. In this model, a promising practice is placed in the middle circle and barriers to inclusive programming in the outer circles. Lines with arrows moving from the practice to barriers indicate that the practice addresses those barriers. Lines with arrows pointing towards the practice indicate a need for the barrier to be addressed in order to implement the practice. The full study report contains more information on the tool, including an example from the data set, and a Turning Barriers into Promising Practices tool worksheet.



Recommendations¹

- Delegate regular time and space, such as the on-going PDE data jams, staff meetings or meetings with local partners to collectively explore the relationships between barriers and promising practice using the “Turning Barriers into Promising Practices” tool.
- Remind colleagues to enter ‘access’ data into recording results, results narrative format. The Share Point platform can be used to understand what others are doing to address barriers to inclusion, including particular strategies, tools or resources that facilitate inclusive programming. This space can also help us measure progress over time.
- Promote organizational learning by encouraging colleagues to document failures as well as successes.
- Implement further studies to answer the remaining questions of interest: A.) How do organizational efforts such as professional development offerings contribute to more inclusive programming, and B.) From a community perspective, how culturally competent are we in our educational programming efforts?
- Build on practices identified as “promising”, i.e. contributing to inclusive programming. Explore different ways to do this which may include capacity building, case studies and communities of practice.

Identifying barriers and practices to overcome them is something that can happen at various stages of the program development framework. Below is an example of questions that can be asked at different stages to examine the relationships between existing barriers and practices that facilitate inclusive, culturally-responsive programming. A more complete set of questions to consider is included in the full study report.

¹ It is essential that Leadership, in particular, model these recommendations and expect and support the same of all staff.

Practice Inclusive Excellence at every stage of programming...

