



Culturally Responsive Practices:

Foundations for Extension programming

Presented by

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Office of Access, Inclusion, and Compliance (OAIC)

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Training Objectives

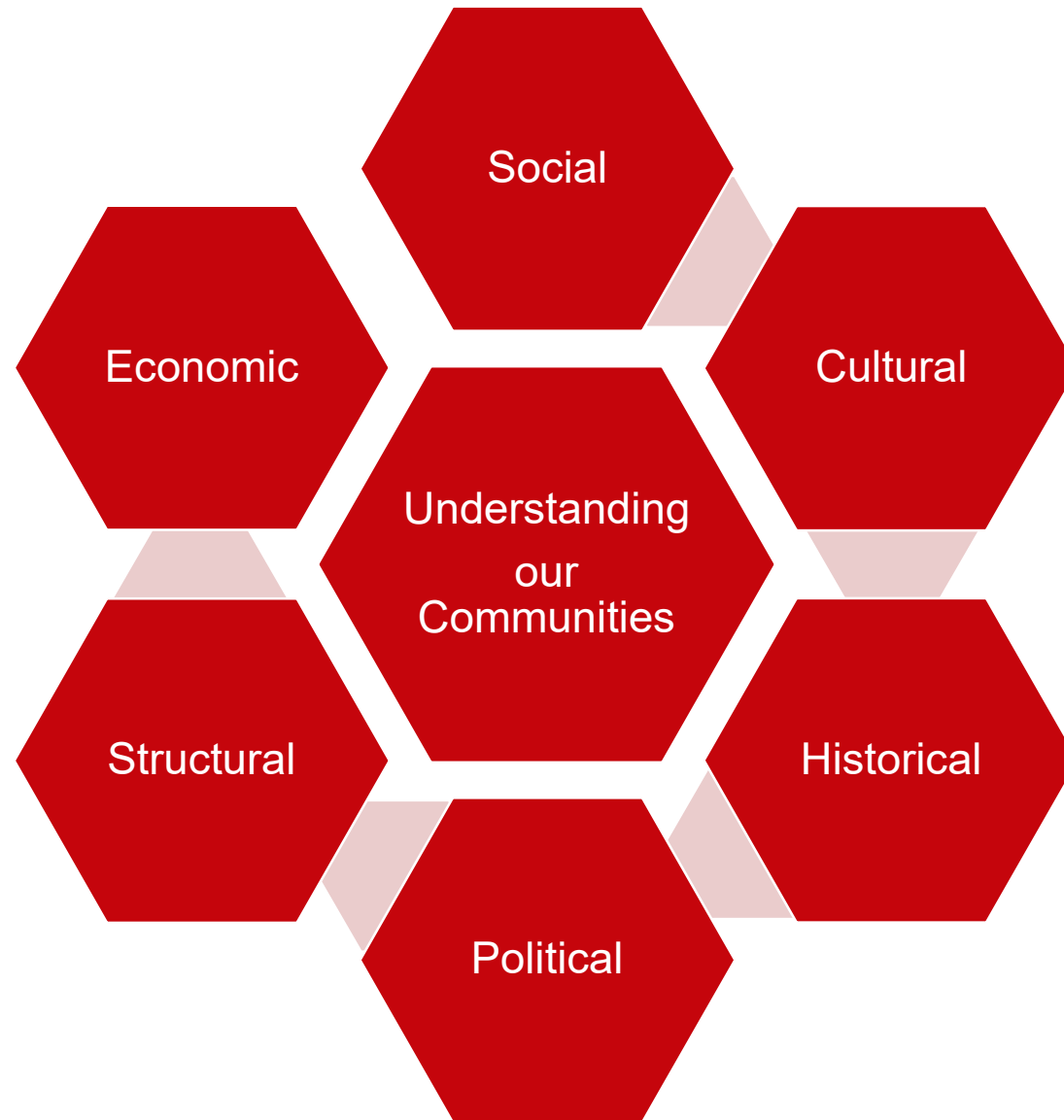
- I. Frame what our educators should know about their localized context
- II. Apply the theoretical foundations of Culturally Responsive Practices (CRP) to Extension's educational programs and products
- III. Examine samples of CRP within the context of their strengths and limitations
- IV. Discussion



Welcome & reflections by Dr. Gloria Ladson-Billings

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I. The educator's role in a localized context



Localized context

Social - Education, employment, systems of communication, housing, health and hygiene conditions, illnesses, nutrition, population structures and changes, migration patterns, etc.

Economic - The systems, industries, and organizations that drive economic vitality.

Cultural - Traditions, norms, and values.

Structural - Organizations and leadership within the community.

Political – Tensions within the community, conflicting interests, political and occupational groups.

Historical – Group-based connections to a place over time

II. Applying CRP to Extension programs & products



Quality teaching & quality learning



Cultural competence & positionality



Sociopolitical consciousness

1. Quality teaching & quality learning

- Establishing clear objectives/goals for what you want your participants to take away from your programming
- Teaching content in a manner that is conducive to critical thinking
- Delivering the content in a way that is applicable to participants' lives and learning styles
- Interactive learning
 - Eliciting questions
 - Participant-guided discussions
 - Peer-to-peer exchanges
- Leveraging participants' strengths as a starting point for instructional design and delivery
- Consistent, open communication with program participants that reinforces sustainable relationships between Extension and community members
- A commitment to refining content & pedagogical approaches (with participants always at the center)

2. Cultural competence & positionality

- Critical self examination of our own positionalities as educators
 - How does your positionality influence your content?
 - How does your positionality influence interactions in the learning environment? (i.e. Participant-educator, participant-participant)
- Seeking a deeper understanding of your participants' positionalities
- Positionality of the curriculum
 - Who was the curriculum designed by?
 - Who was the curriculum designed for?
- Understanding the positionality of your participants relative to you, other participants, and the local community context
e.g. race, language, gender, ethnicity, culture, use of jargon, different learning styles, and other factors

3. Sociopolitical consciousness

- Framing your content and delivery

Applying your content knowledge + your positionality + the positionality of your participants

- Incorporating aspects of your participants' lives within your curriculum or in application of the curriculum

- Leveraging flexibility to re-shape prescribed curriculum

- Being a consistent and visible presence within your local community context

Transcending the educator-participant relationship to promote an Extension-community relationship

III. CRP strategies in practice: Content development (product) & implementation (process)



Community-driven design



Co-construction



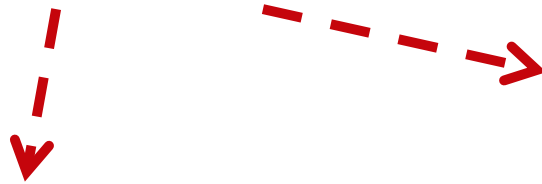
Adaptation/Localization



Accommodation

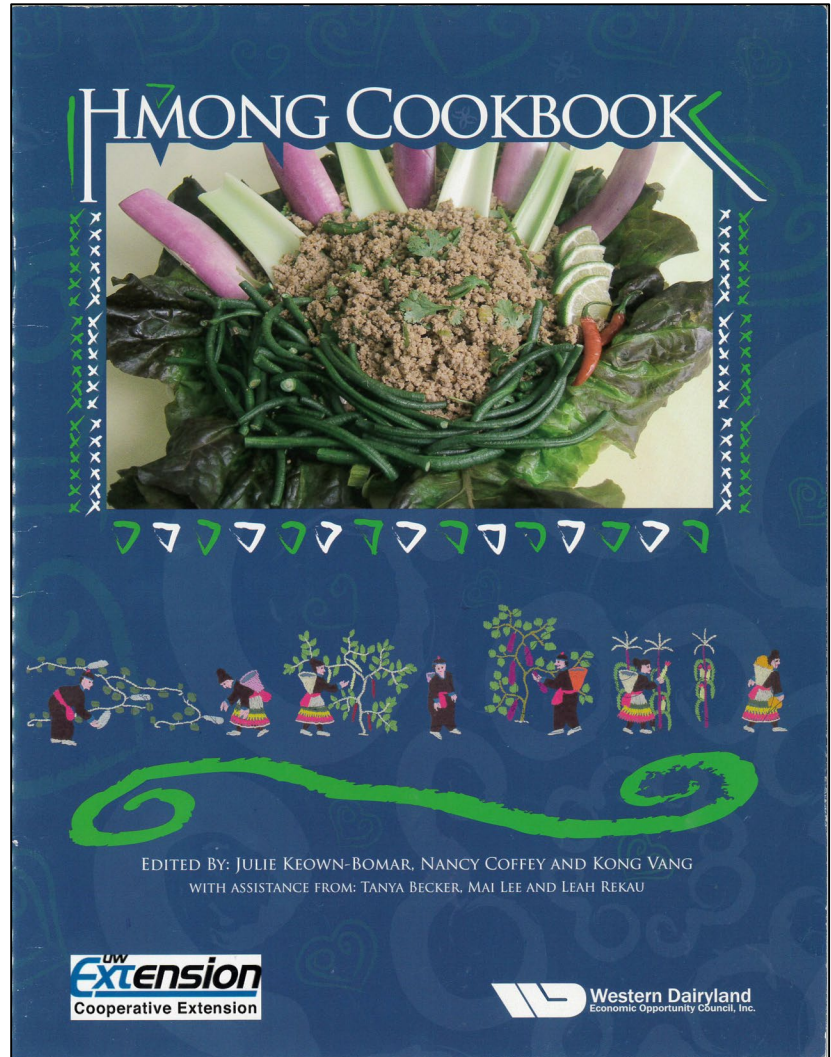
Community-driven design

The process and product were autonomous by design, and reflect the concepts, views, and values of the community they were intended to serve.



Co-construction

The process and product represent a collaborative effort between stakeholder groups of differing social positioning.



Adaptation / Localization



---> Creating Spanish-language versions based on English versions. --->

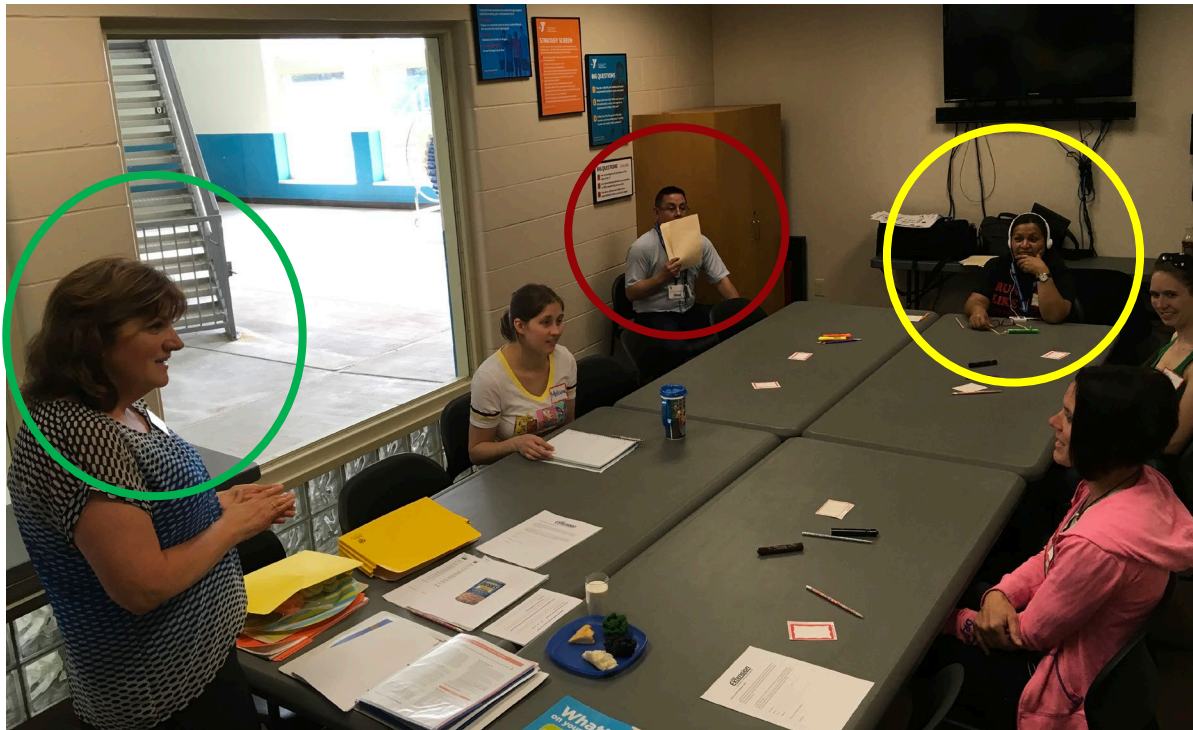
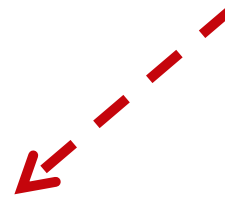


Portions of this national marketing campaign were "Wisconsinized" by the project team with state-specific references.



Accommodation (translation & interpretation)

*Delivering programming with
the support of an interpreter.*





Discussion & questions



Thank you

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