LEADING CHANGE IN A GLOBAL WORLD

LEARNING FROM OUR NEWER POPULATIONS

OUR PURPOSE

• Better understand the leadership needs of immigrant and underserved communities
• Explore an appropriate framework and curriculum for leadership and civic engagement programming that works in immigrant and underserved communities.
• Build connections and share resources across communities and states that can positively impact community goals.
STRUCTURED ACTIVITIES

- Identifying community partners in each state
- Hosting a cross state summit to build relationships and explore possibilities – January 2018
- Intrastate planning and community work
- Hosting a final summit to share reflections and plan next steps – September 2018
- Resource List capturing new partnerships, key curricula resources and potential funders

WHERE DO WE START?

- Things we asked ourselves
  - Who might want to work with us?
  - What can we do well?
  - What relationships have already been started?
  - How do we make this sustainable?
EXPECTATIONS OF PARTNERING COMMUNITIES

• Willingness to work with Extension to strengthen their community – now and into the future
• Creating an open and trusting environment to learn from each other
• Forming a lead team committed to this project
• Inviting others to the effort as progress is made
• Attend two in-person summits with Extension partners

RECRUITING PARTNERS: SOUTH DAKOTA’S WORK WITH KAREN POPULATION

• See an increase in new and non-traditional populations in our states
• Realized our need to better serve immigrant and minority communities
• By each choosing a different ethnic group, we could learn from each other
• Karen population and City of Huron looking for guidance as they begin a Karen Association
RECRUITING PARTNERS: MINNESOTA LATINO/LATINA POPULATION

- Built upon the Multi-cultural network which evolved from the 2015 Latino Summit
- Shared our interest in expanding and adapting our programming and asked for partners
- Individuals from Three organizations expressed interest

SUMMIT 1 - RELATIONSHIP BUILDING

- Exploring our own narratives
- Experiencing activities together (values Continuum)
- Identifying key aspects of leadership
- Uncovering assumptions
- Brainstorm Opportunities
LEARNING AND CO-CREATING WITH COMMUNITY

- Monthly meetings in State – Via technology
  - Deepened understanding, relationships and context
- Monthly Meetings for staff from MN/SD
  - Identified similarities and differences within states, cultures and longevity of the immigrant community
  - Reviewed Curriculum and resources
- In person meetings with community leaders
  - Deepening connections and exploring entry points

SUMMIT 2 – PROGRESS, REFLECTIONS AND NEXT STEPS

- Key Values and Practices
- Significant Learnings
- Measurable Outcomes
- Shifts in our future work
KEY VALUES AND PRACTICES

• Take time to understand the cultural norms of your audience (looking deeply at the words we use to invite and engage people as well as the examples we use in our teaching).

• Be willing to adapt the way in which we deliver programming to meet the needs of the community.

• Explore curriculum and feedback opportunities with current leadership program participants from immigrant and marginalized communities (ask for feedback).

• Keep in mind the distinction between a culture who has lived in the region for years and a culture who is fairly new. Basic needs must be met before moving into deeper leadership commitments.

SIGNIFICANT LEARNINGS

• This grant provided the planned for time, space and accountability for us to do the work we knew we wanted and needed to do

• Building Intentional Relationships
  • What it takes (Removing barriers):
    • Stepping out of your comfort zone
    • Recognition of community wisdom and leadership styles
    • TIME (showing up to be a part of community meetings, asking questions of the group)
    • Openness to think about the work differently (co-creation versus sharing our programs)
    • Follow up and follow through

• “Nothing about us without us” - Putting the principle into practice
  • Including diverse voices in program planning from the start
  • Understanding cultural practices of the community you are working in
SIGNIFICANT LEARNINGS CONTINUED

• Sharing community programming and connections across state lines - Cross state grants a reminder to fully utilize Extension across state lines.

• Seed Grant providing funding for relationship building initiatives creates momentum for future larger initiatives
  • In MN some of these initiatives emerged in conjunction with the NCRCRD grant (such as the Racial Equity Learning community)
  • In other situations - communities are positioned well to write a Bush foundation community Innovation grant. While extension is not likely to be the grant writing lead, there are a variety of opportunities emerging in each state to explore further funding

MEASURABLE OUTCOMES

• MN
  • Rural Equity Learning Communities (partnerships formed with Regional Development Commission and Greater Mankato Diversity Council)
  • MyCity Academy
  • Community Boards and Commissions Training
  • Innovation Retreats

• SD
  • Connection made with Community Connectors in Worthington, MN
  • 4-H program reached out to bring Karen dancers to State Fair and begin 4-H Club
FUTURE WORK WITH COMMUNITIES

• SD
  • Assisting with potential funder relationships
  • Making connections to resources
  • Visiting communities to build collaboration
• MN
  • Hire a position to continue and expand and deepen our DEI work
  • Co-create new program pathways

EXTENSION IS RELEVANT TO ALL

• “Relationships are key, met and learned from new people and different perspectives. I also appreciated the opportunity to engage others on issues that matter to our community. I learned new insights, particularly around MN demographics and how that shapes the context in which we work”. Quote from RELC participant
• “It was so interesting to hear what other communities were doing. I also liked getting to know the people from my community. Now that we’ve gone through this process, I feel like we are equipped to make a difference”. Quote from RELC participant
Questions:

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