

"A-ha!" moments and challenges identified by participating programs:

- We need to first go to diverse groups and explore how our "whys" align before expecting them to come and engage with us.
- While we recognize the value of encouraging diversity, our MCH programs exist in a larger political environment where some segments of the current political discussion want to discourage diversity. We are forced to move forward against headwinds.
- Our former trainees are our best recruitment tool
- Our "whys" were all the same, though we used different words to describe them. We all value inclusive (in every sense of the word) communities.
- When considering mentoring or other aspects of training it is important to ask what dimensions of diversity are priorities for the trainee.
- We had a lively conversation about the need to help individuals and groups assess readiness related to cultural competence work.
- Thinking about "why" we incorporate diversity into our work really is a paradigm shift, rather than standard platitudes about how and what we do. However, the how and what are actually very important, too, so let's not forget them.
- The "why" matters.
- The true meaning of working on diversity inclusion is to plant trees under trees under whose shade you do not expect to sit (adapted from a Nelson Henderson quote).
- People think going to a training or talking about diversity is enough.
- We need a larger group to provide input and commit to the action plan
- Embracing and increasing diversity will in itself bring about change.
- The structure of the meeting encouraged us to think about role of diversity in our center in ways we had not previously considered.
- It's important to address all points on the pipeline: recruitment, matriculation, retention, and graduation – and evaluate at all points.
- It's useful to recognize that people see diversity very differently.
- We need to explicitly include diversity into quality and safety rounds and our case-based curriculum.
- We need to guard against burnout for originators in our group.
- We should have LEND trainees help develop and enact our goals and connections to organizations and surrounding communities.
- We are inspired to continue our work related to diversity and cultural competence even though we may have many barriers to overcome.
- Diversity is the inclusion and valuing of differences in life experiences, race/ethnicity, sexuality, religion, thought, privilege, resources, etc.
- Our university has four MCH Training Programs: LEND, LEAH, PPC, SCHP-MCH; we all plan to collaborate quarterly with regards to consulting faculty, family consultants, language on job postings, developing a Pipeline program, and increasing trainee diversity.
- Diversity is action in continuous motion.
- We struggle with how best to infuse cultural competence and discussions of structural racism/privilege throughout training within individual programs and across our MCHB-funded programs.
- We are going to explore the development of a program where MCH graduate-level trainees make particular pipeline program investments at the undergraduate and high school levels.

2016 Joint Training Meeting
“From Intention to Action...”
Wednesday, October 5, 2016 (1:00pm – 4:00pm ET)



- We recognized that the two of us (as co-directors) have almost identical change characteristic profiles, so we want to engage colleagues and partners with different approaches to ensure we don't overlook risks or opportunities in developing our program.
- This discussion has helped us to realize the importance of making cultural competence an integral component of all of our training activities.
- It's helpful to know how different members of a team approach change and important to acknowledge that it is an aspect of diversity.
- We see utility of this methodology to critically review other aspects of our program.
- We generally defined our need for increased diversity by making our work more inclusive and within that discussed the need for better listening and perspective-taking for people we work with.
- The family is the expert.
- We are missing opportunities to expand our concepts of diversity in didactic and clinical components.
- In terms of recruitment, there were challenges in how to evaluate candidates with such a vast diversity of educational preparedness. We realized that a single criteria could help determine eligibility independent of that diversity: motivation to lead.
- If we are going to improve diversity we will need a substantive focus on organizational change to address institutional barriers.