

Cultural and Linguistic Competence: Who Me?

Safe Schools/Healthy Students Project Directors
Consortia Conference

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The Color of America is Changing



• White (Non-Hispanic)	198.7 million	64.9%
• Latino/Hispanic	45.5 million	15.1%
• African American	40.0 million	13.2%
• Asian American	15.3 million	5.0%
• American Indian/ Alaska Native	4.5 million	1.5%
• Native Hawaiian and other Pacific Islander	1.0 million	.3%
People of Color (Not counting all other ethnic/racial groups)	>106 million	35.1%

Projected Rate of Increase of Youth of Color in US from 1995-2015

- American Indian/Alaska Native +17%
- African American +19%
- Hispanic/Latino +59%
- Asian American, Native Hawaiian and other Pacific Islanders +74%
- Caucasian/White - 3%

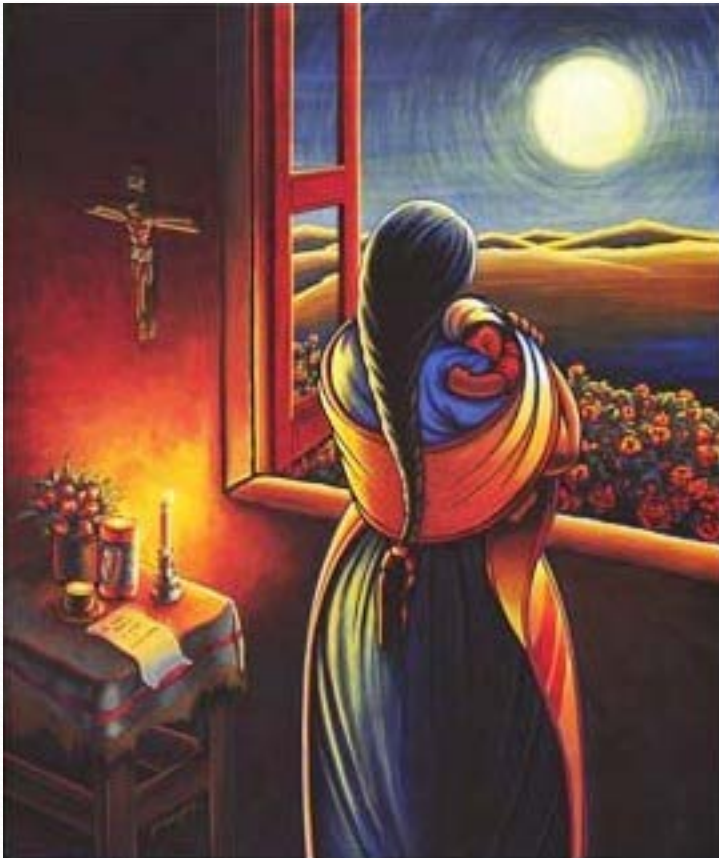


What is Culture?

- Culture: An integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious, social or political group; the ability to transmit the above to succeeding generations.
(National Center for Cultural Competence, 2006)



What is Cultural and Linguistic Competence?



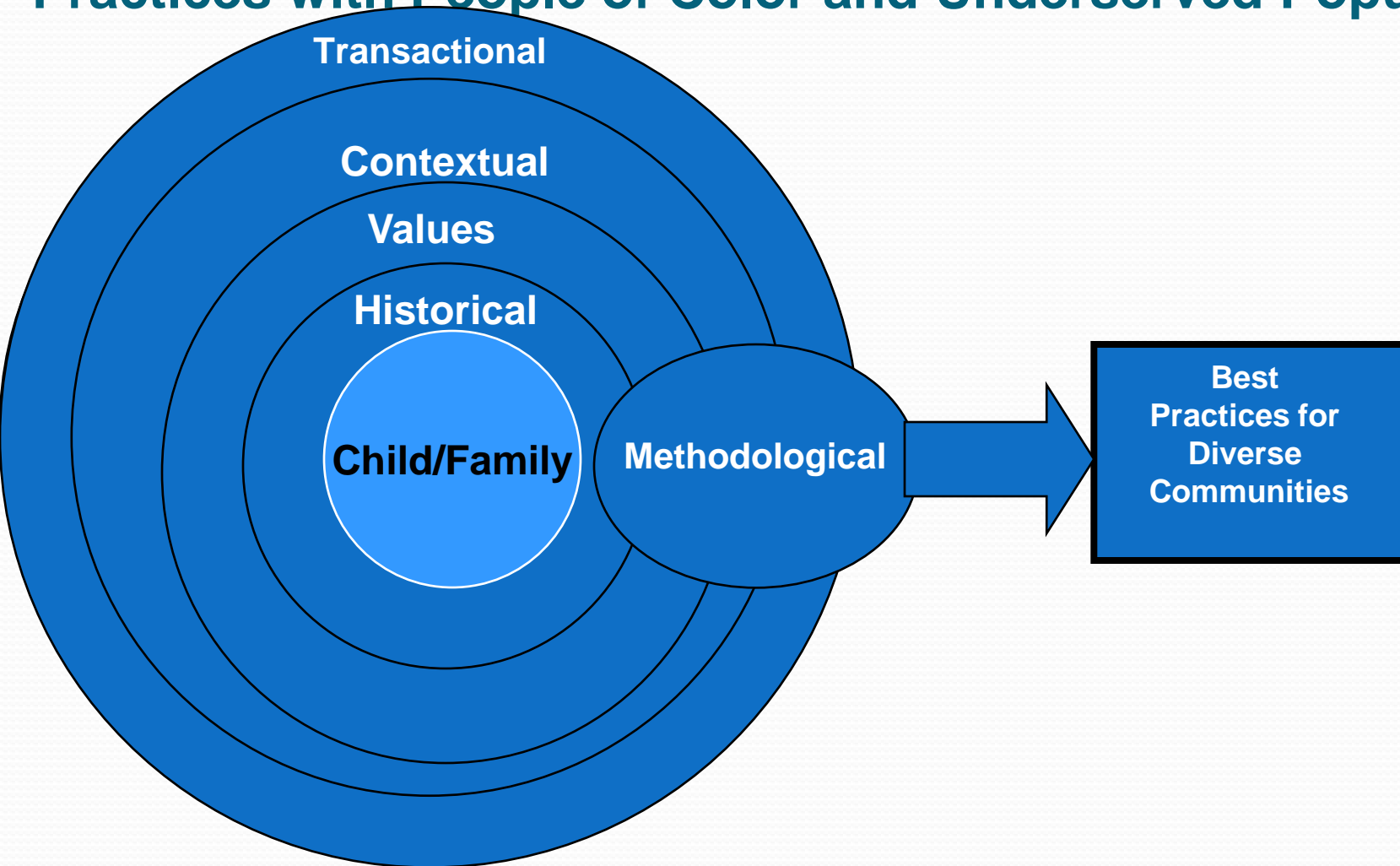
- Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or amongst professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations. (Cross, et al., 1989)
- It is about “respect” and ultimately, about eliminating disparities and disproportionalities

What does CLC have to do with what we do in SS/HS?...Lots and Lots and Lots and More...

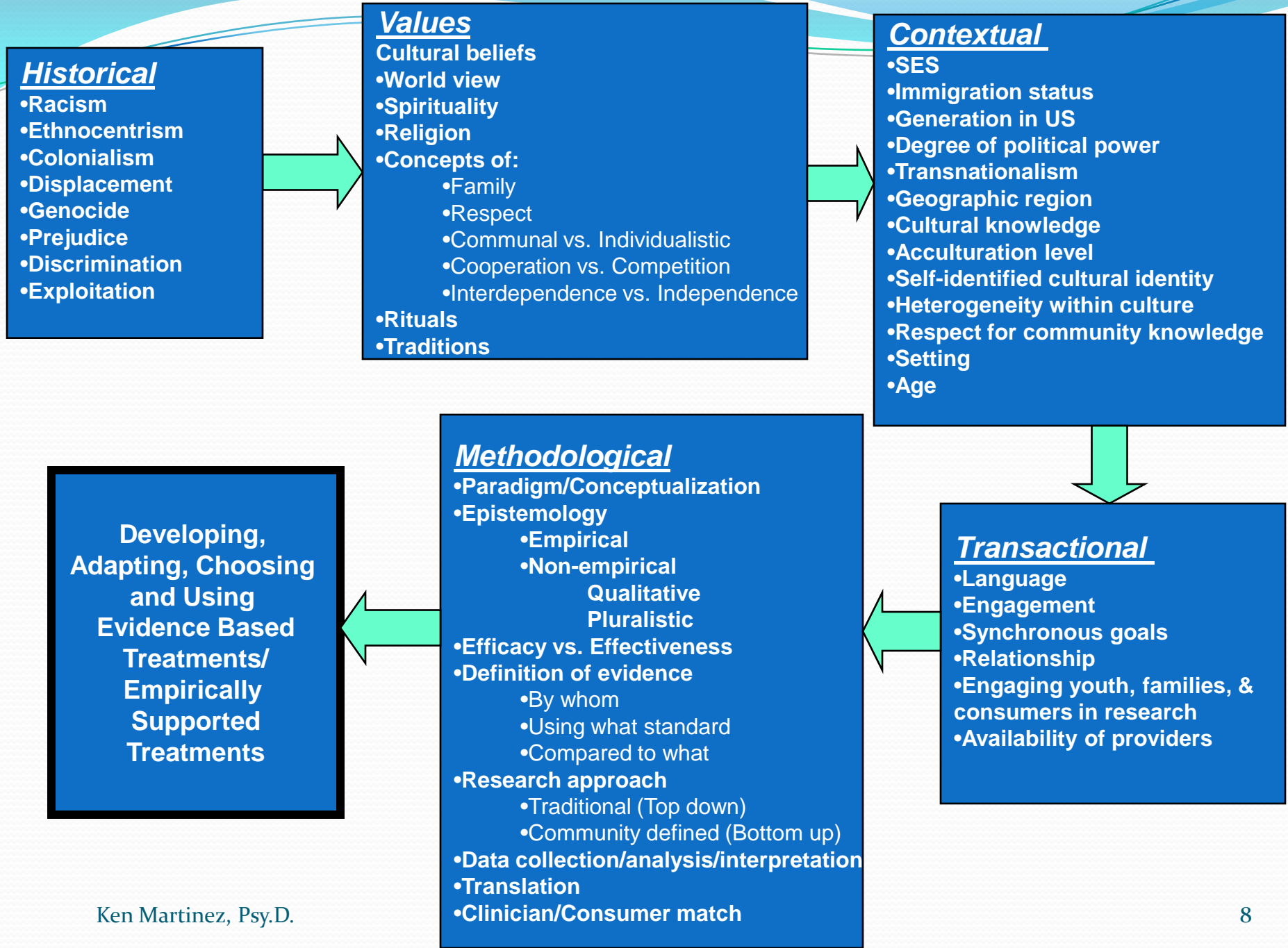


- SS/HS Five Core Elements:
 1. Safe school environments and violence prevention activities
 2. Alcohol, tobacco, and other drug prevention activities
 3. Student behavioral, social, and emotional supports
 4. Mental health services
 5. Early childhood social and emotional learning programs

Dynamic Ecological Context to Consider **When Developing, Adapting, Choosing and Using Best Practices with People of Color and Underserved Populations**



Domains and Variables



Examples of what CLC is...

- Vision, mission, logic modeling, and strategic planning that is aligned and reflects commitment & action to CLC values, practices and outcomes at all levels - governance board
- A safe organizational climate based on trust and mutual respect
- Individual and organizational self-assessment which leads to individual and organizational change that addresses challenges
- Sufficient resources (human and financial) to reflect the leadership's commitment to infuse CLC into practice and sustain it over time



Examples of what CLC is...

- Administration, management and staff mirroring the population(s) served proportionately – Adult role modeling/Practicing what we preach
- Policies and procedures that operationalize CLC in daily work (organizational structure, planning, design, budgeting, P&P, implementation, evaluation)
- Contracts with providers, agencies, community partners, etc. that include specific contractual expectations about CLC with incentives/penalties



Examples of what CLC is...

- Personnel administrative and staff appraisals that include CLC performance measures that are directly linked to salary increases and promotions
- A CQI process (productive use of data) that is directed to eliminating disparities in access, availability, quality and outcomes for underserved student populations
- A receptive environment that promotes addressing race, ethnicity, class, disability, privilege, power, gender, sexual orientation, historical trauma, spirituality and other psychosocial issues relevant to the school, community and staff



Examples of what CLC is not...

- A “color-blind” philosophy and approach
- An “add on” or “overlay” or “just another (unfunded) government requirement”
- Limited to ethnic/racial groups
- Just a translated brochure
- Just literature with faces of children of different colors
- Just serving ethnic food or playing ethnic music in class or at trainings/gatherings



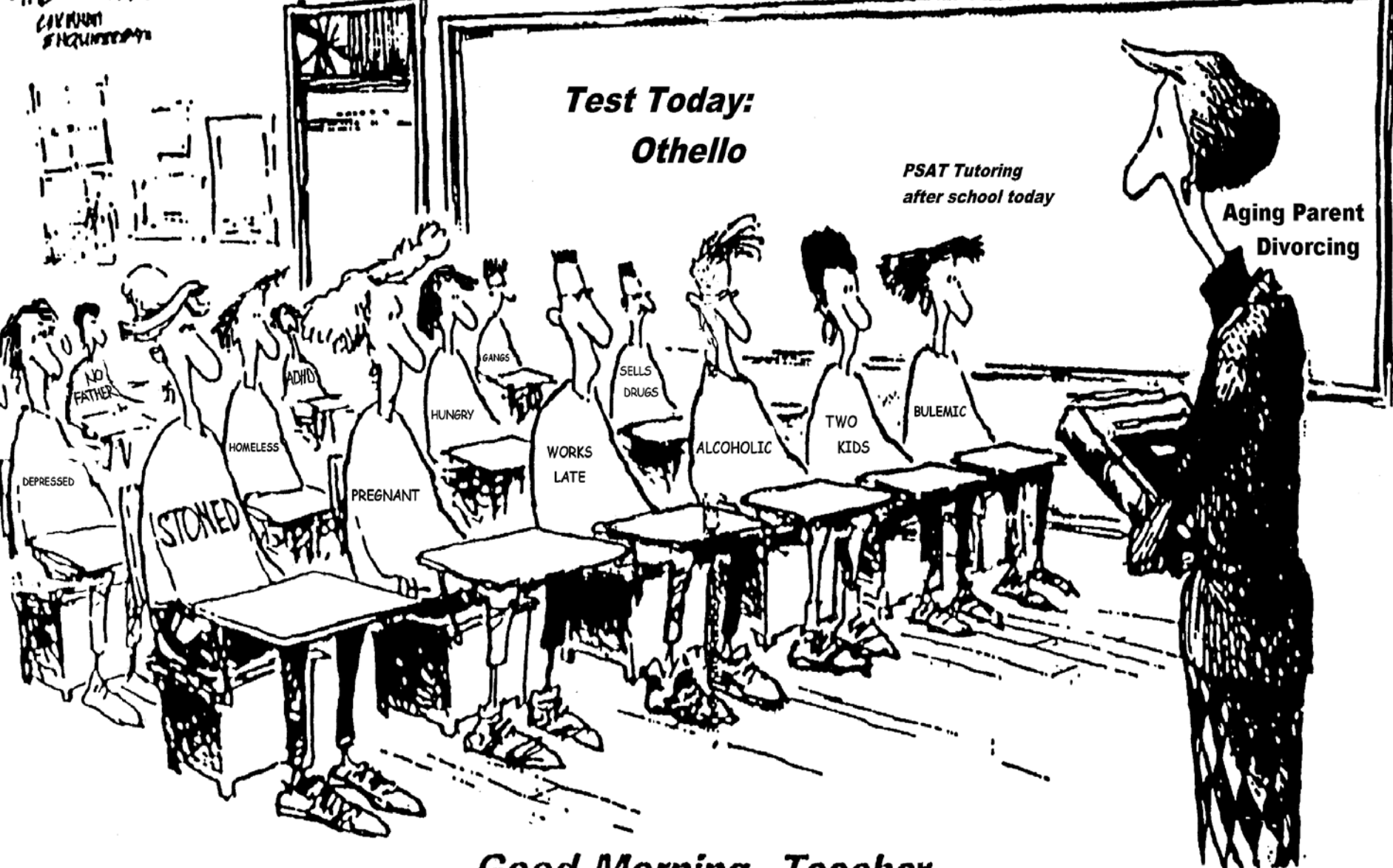
Examples of what CLC is not...

- Choosing a youth of color to make a presentation because he is a youth of color
- A receptionist who is asked to interpret a session or meeting
- Having a person of color on an advisory board as the token representative of the diverse community
- Assuming that a staff member of color is culturally or linguistically competent – unfairly placing burden on him/her
- Assigning all work associated with CLC to one individual – relieving everyone else of ownership, system infusion which undermines sustainability

Examples of what CLC is not...

- Collecting demographics on ethnic/racial populations and not using the data to address and eliminate disparities – cost and burden vs. value
- Stereotyping individuals because they belong to an ethnic/racial group, lower SES group or underserved population (LGBTQI2-S), based upon our limited and sometimes incorrect knowledge of that group
- Ignoring “youth culture”
- “Western benevolence” – we know what is best for you! (cultural deprivation/disadvantaged model)

JIM BERGMAN
CIVILIAN
STUDENT



Good Morning, Teacher

Safe school environments and violence prevention activities

- Research and learn about the disparities/disproportionalities that exist in your schools/communities
 - Over-representation in juvenile justice/child welfare/special education
 - Under-representation in prevention activities, mentoring programs and community based services/supports
 - Develop strategies to reduce/eliminate/increase accordingly



Safe school environments and violence prevention activities



- Engage school personnel and community in a strength-based approach to
 - Identify & emphasize the strengths of diverse and underserved students
- Respectful outreach and engagement of cultural and faith-based community in all efforts, including planning, governance and decision making

Alcohol, tobacco, and other drug prevention activities



- Incorporate traditional spiritual and cultural beliefs and practices in prevention and intervention practices
 - Instituto Familiar de la Raza
- Use cultural discovery – understand and incorporate context that students and their families live in
- Utilize natural supports/helpers
- Identify and collaborate with community gate-keepers and local community experts

Alcohol, tobacco, and other drug prevention activities

- Foster community empowerment models of prevention
- Use participatory models of engagement, prevention service delivery, evaluation and research
- Acknowledge inter-dependence of systems and community to foster collaboration and reduce competition for limited resources

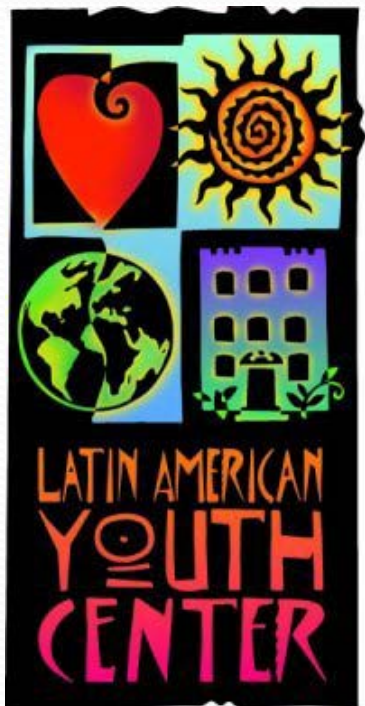


Student Behavior and Social, Emotional Support



- Respectful outreach, engagement, recruitment and retention of diverse families to promote ownership from the beginning, not later
 - Encouraging them to speak and listening to their voices, to effect change that reflects their needs and opinions
 - Family driven approach
- Engage youth in planning, designing, delivering and evaluating their own programs
 - “Nothing about me without me” - Youth guided approach

Student Behavior and Social, Emotional Support

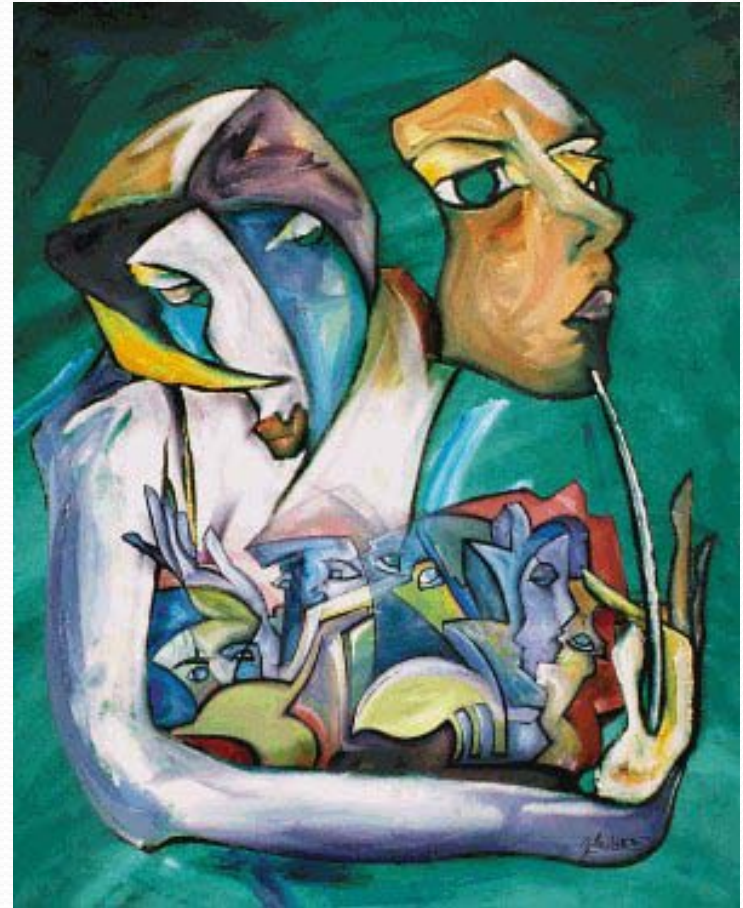


- Provide youth leadership opportunities for students who least expect it - identifying the non-obvious leaders
- Develop a culture of pride through belonging and focused effort (Teaching males; Harlem Children's Zone)
- Engage students in culturally specific projects (NTU-Ujima/NAYA/LAYC)
- Establish a Gay-Straight Alliance (GSA) (www.glsen.org)



Mental Health Services

- Use demographic data to make the case
- Choose preventive and treatment services/practices based upon cultural match and that are normed/standardized on the population(s) served with research to indicate that
- Proceed with extreme caution in “off the shelf” use of evidence based practices (EBPs) with people of color



Mental Health Services

- If using cultural adaptations of EBPs, use those that are based upon, and reflect, the world view of the population(s) served
- Consider not only EBPs, but also cultural adaptations of EBPs, Practice Based Evidence (PBE) and Community Defined Evidence (CDE) all as options for ethnic/racial populations
- Cost is also a consideration for cultural communities since some EBPs are proprietary – be mindful of community sustainability



Early childhood social and emotional learning programs

- Curricula for caregivers which emphasizes that
 - Young children need support for the development of their home or primary language while learning, and support in acquiring English language skills in order to succeed in school
 - Infants and toddlers need caregivers who respect their home cultures and languages
 - Caregivers be willing to learn about, and adapt to, diverse cultural practices
 - Caregivers have access to appropriate resources to support that learning



Early childhood social and emotional learning programs

- Develop and implement curricula that teach child care and pre-school staff about working effectively cross culturally
- Educate policy makers about the need for certification requirements that include core training in CLC (CCDBG)
- Educate policy makers about the need for a diverse multi-lingual/ bi-cultural workforce to meet the demands of the population (CLASP, 2008)



How do we begin and keep it moving forward?

- Leadership
- Political will
- Commitment and resolve
- Shared ownership
- Dedicated resources
- Self and organizational CLC assessment



How do we begin and keep it moving forward?



- Meaningful partnership and collaboration with community
- Responsibility w/authority
- Accountability
- Training/technical assistance
- Supervision/coaching
- CQI process directed at eliminating disparities

SS/HS Project Directors...

- What have you done to promote and infuse cultural and linguistic competence in your sites?
- What have been your outcomes?
- What have been your challenges?
- How have you met those challenges?
- What technical assistance do you need?



References

- Charting Progress for Babies in Child Care Project: Support a Diverse and Culturally Competent Workforce. CLASP, 2008
(http://www.clasp.org/admin/site/babies/make_the_case/files/cp_rationale5.pdf)
- Cross, T., Bazron, B., Dennis, K., and Isaacs, M. *Toward a Culturally Competent System of Care*, Volume 1. Washington, D.C.: Georgetown University. (1989.)
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