Cultural Competence Discussion Guides

Discussion Guide Package
ACKNOWLEDGEMENTS

We would like to thank Dr. Karen Francis, Director of AIR Diversity and Inclusion, for the development of the curriculum and corresponding training. Appreciation is also extended to the Vermont Department of Children and Families for the partnership in review and initial use of the tool.

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ABOUT THE PACKAGE

The OJJDP Coordinated Assistance to States (CCAS) Training and Technical Assistance (TTA) Center on behalf of the Vermont Department for Children and Families has prepared the Cultural Competence Discussion Guide Package.

This package contains two components: (1) Notes to Facilitators, and (2) Discussion Guides focused on specific content areas.

The Notes to Facilitators component of the package is intended to prepare new facilitators to conduct discussion sessions with a broad array of practitioners and service providers working with children, youth and families. This section provides guidance on practical methods for effective facilitation and background information on the content of the discussion guides. This component also provides information to facilitators on how to plan and prepare for discussion sessions with participants.

Also contained in this package is a series of Discussion Guides. These guides provide tips, tools, resources and information to effectively facilitate discussion on a particular content area. The subject matter presented in each discussion guide is intended to enhance professional development and understanding on topics related to enhancing cultural competence in service delivery to children, youth and families. Each discussion guide is structured so as to promote and facilitate continuous learning, peer-to-peer sharing and knowledge exchange among participants.
NOTES TO FACILITATORS

In this section, you will find valuable information about how to prepare, plan and conduct discussion sessions. The subject of cultural and linguistic competence and associated content areas can be approached many ways. From a completely theoretical approach to a completely experiential one. The discussion guides represent a cross section of both approaches.

The Context

The demographic make-up of communities all across the country is changing and becoming increasingly diverse. The dimensions of this growing diversity are numerous and include, race and ethnicity, culture, geographic location (rural, urban, sub-urban), language, gender, sexual orientation, religion, disability, socio-economic status, family composition, immigrant status and housing status – just to mention a few. In fact, our history has always been one involving people from diverse and multi-cultural backgrounds. Communities will continue to experience demographic shifts as people move from urban and sub-urban or rural areas and vice versa, as new immigrants come, as birth rates among racial and ethnic minority groups rise, as there are shifts in aging trends within the population, and the composition of households change.

These demographic trends impact communities, service delivery systems and community members.

This growing diversity begs the questions:

- How do we harness this diversity to build strong, inclusive communities?
- How do we ensure that all members of our communities regardless of race, ethnicity, gender, sexual orientation, religious preference, disability status and so on is able to thrive and flourish?

Below are two resources, with links that provide additional detail about changing demographics. Please take some time to review the resources. They are intended to provide additional information for facilitators, to provide context and set the stage for the discussion guides.

Resources for facilitators

Cohn, D’Vera; Caumont, Andrea (March 2016). 10 demographic trends that are shaping the U.S. and the world. PEW Research Center. https://www.pewresearch.org/fact-tank/2016/03/31/10-demographic-trends-that-are-shaping-the-u-s-and-the-world/


Purpose of Discussion Guides

The Cultural Competence Discussion Guides have been developed to help foster dialogue between and among practitioners and service providers working with children, youth and families. These guides provide a template for facilitators to plan and conduct meaningful dialogue about issues pertinent to the provision of culturally and linguistically competent services and supports. It also provides a safe environment to engage in authentic conversations about issues that are sometimes difficult but necessary to have in an effort to move forward. Engagement in these discussion sessions provide a vehicle for participants to engage in a personal journey towards cultural and linguistic competence, to explore individuals’ values, discuss organizational capacity and define strategies to positively impact the work on behalf of children, youth and families.
NOTES TO FACILITATORS

Overall Objectives

The overall objectives of the discussion session guides are to:

• Provide a safe space and engage participants in a facilitated process for personal growth and professional development;

• Engage participants in discussions about the importance of cultural and linguistic competence and implications for effective service delivery; and,

• Provide participants with opportunities to identify and discuss strategies for the implementation of practices that facilitate effective, equitable and culturally competent service delivery across social service systems.

What’s in the Package?

The Discussion Guide Package contains five discussion guides focused on the following topics:

- Discussion Guide 1: The Journey toward Cultural and Linguistic Competence
- Discussion Guide 2: Standing up to Bias: Mine, Yours, Ours
- Discussion Guide 3: Talking about Social Justice
- Discussion Guide 4: Who are We? Exploring Issues of Racial and Ethnic Identity
- Discussion Guide 5: Social Determinants: Implications for Service Delivery

The package provides all the materials necessary to effectively facilitate a discussion session. The package is offered in hard copy and electronic versions. Using the electronic version will facilitate ready access to the PowerPoint presentations. Each discussion guide is made up of the following components:

• Discussion guide summary:
  - provides a list of intended audiences for the discussion session
  - suggests the allocation of time necessary to effectively conduct the discussion session
  - suggests an optimal set-up and space requirements for discussion session
  - lists the discussion session performance objectives
  - lists the evaluation procedures and includes evaluation instruments
  - lists suggested methods for facilitation of discussion session
  - lists the supplies and materials needed for the discussion session

• Agenda - a bulleted list of agenda items for the discussion session

• Discussion Content Outline - provides a content outline to be used by the facilitator to conduct the discussion session. In this section, resources are also provided to the facilitator. These resources can be used to enhance the knowledge base for facilitator of specific content and can also be shared with participants.

• Participant Handouts – copies of participant handouts.

• PowerPoint presentation – copies of PowerPoint slides to be used as part of the discussion session presentation. Discussion points are provided in the notes section in each electronic slide deck. You may also consider formatting the PowerPoint slides on a design template of your choice.
How to Use the Discussion Guides

The topics and content presented in each guide can be approached in a variety of ways and is intended to be experiential, facilitate open dialogue, peer-to-peer-learning, knowledge exchange and information sharing. Each guide provides a step by step outline that can be used to facilitate discussion with participants. It is just a guide, so there is flexibility in how each facilitator may format and conduct the discussion session. From the very beginning, facilitators should emphasize that the discussion sessions and their content are designed to provoke thought and promote peer-to-peer learning in a safe environment. As facilitators prepare to facilitate a discussion session, it is important to thoroughly review the guide and become familiar with the content.

Role of the Facilitator

Your role as a facilitator of the discussion session is:

• To prepare to effectively lead the discussion session —
  - Take some time to review the discussion guide and its content
  - Become familiar with the content area of the discussion session
  - Prepare all participants handouts, materials, PowerPoints and videos that will be used for the discussion session
  - Become familiar with the equipment and ensure that it is in good working order

• To guide the discussion and group process —
  - Identify the goals/purpose of the discussion session
  - Guide the group discussion and presentation of relevant content
  - Use questions to help make the discussion more productive
  - Ensure that all participants have a chance to share their ideas and thoughts
  - Include time for a closing discussion and wrap up

• To establish a safe environment —
  - Identify ground rules that are mutually agreed to by all participants
  - Post ground rules so that they are visible to all participants
  - Monitor and provide feedback to the participants when the ground rules are compromised.

  **Example of Ground Rules:**
  1. Respect confidentiality
  2. Practice active listening
  3. Be willing to share, consider and demonstrate respect for different perspectives
  4. Limit the use of your gadgets/Keep on silent
  5. Engage actively in discussions

• To set a relaxed and open environment for the discussion session —
  - Ensure that the location selected to conduct the discussion session is comfortable, and equipped with all audio-visual equipment that you will need
  - Ensure that you are able to operate all audio-visual equipment to avoid interruptions during the discussion session
NOTES TO FACILITATORS

Assessing the needs of organizations/agencies and staff

As we all know, good and effective professional development opportunities start with a full understanding of the needs of participants and their agencies. Consider conducting an assessment of needs of potential agencies and staff members for whom you intend to conduct discussion sessions. The information gathered from such an assessment can assist in identifying topics that should be presented during the discussion sessions. See Resources at the end of this section, for an assessment tools example.

Disseminating Discussion Session Announcements

• Work with administrators, agency leads and professional development staff to plan and schedule discussion sessions
• Send out invitations to prospective participants well in advance of the scheduled discussion session date and send out reminder as necessary

Discussion invitation should have the following information:

- **Title of Discussion Session**: (add information)
- **Sponsor**: (add information)
- **Description of Discussion Session (with objectives)**: (add information)
- **Name of facilitator**: (add information)
- **Date, time and location**: (add information)

Be creative as you develop this invitation make it attractive to draw the attention of prospective participants and promote participation. Consider using several methods for dissemination of the invitation such as e-mail, posters, and/or flyers.

Guidance for discussion session evaluation

Each discussion guide includes a pre- and post-test tool. It is suggested that the facilitator use these tools to gauge participant reactions to the session, receive feedback and gather information to inform subsequent discussion sessions.
Organizational Cultural Competency Assessment Tool

How to use the assessment tool: Once the need for conducting discussion sessions for an agency/organization has been identified, use this tool to guide conversations that you will have with agency/organization leaderships, key staff and stakeholders. Information gathered using this assessment tool can be used by facilitators to plan for and conduct discussion sessions. The information gathered from can assist in identifying topics that should be presented during the discussion sessions.

Organizations/agency name:

To what extent does the organization/agency incorporate cultural and linguistic competence into its overall operations, service delivery, and staff training?

☐ Not At All  ☐ Sometimes  ☐ Fairly Often  ☐ Very Often

Please provide at least 2 examples: ______________________________________________________

To what extent does organization/agency provide opportunities for staff to share, experiences and knowledge about ethnically/racially/culturally diverse communities?

☐ Not At All  ☐ Sometimes  ☐ Fairly Often  ☐ Very Often

Examples: ______________________________________________________

To what extent does organization/agency foster opportunities in a safe environment for staff to discuss observed biases that occur in the work environment?

☐ Not At All  ☐ Sometimes  ☐ Fairly Often  ☐ Very Often

Staff Diversity and Workforce Development

The Staff Diversity and Workforce Development subscale probes practices that support a diverse and representative work force, professional development, related resource allocation, and staff supervision. This subscale also includes organization/agency ability to sustain a diverse work force that is culturally and linguistically competent.

To what extent do organization/agency management and professional practices reflect a commitment to valuing staff diversity?

☐ Not At All  ☐ Sometimes  ☐ Fairly Often  ☐ Very Often

Examples: ______________________________________________________

Do the characteristics of organization/agency staff reflect the cultural diversity among the community being served?

☐ Yes  ☐ No
RESOURCES

To what extent does organization/agency provide resources to support regularly scheduled professional development and in-service training for staff at all levels?

- Not At All
- Sometimes
- Fairly Often
- Very Often

Examples:________________________________________________________

To what extent do you think that organization/agency staff members who are members of ethnic/racial groups feel they carry a disproportionate amount of responsibility to advocate for cultural and linguistic competence?

- Not At All
- Sometimes
- Fairly Often
- Very Often

To what extent does the organization/agency skill set (i.e. staff, volunteers, consultants, etc.) reflect the diversity and comprehensive approach necessary to adequately provide services to the communities that organization/agency serves?

- Not At All
- Sometimes
- Fairly Often
- Very Often

Cultural and Linguistic Competence Enhancement

The *Cultural and Linguistic Competence Enhancement* subscale addresses the mechanisms by which organization/agency enhances staff skills to be more culturally and linguistically competent.

Provide at least 2 examples of how the organization/agency management and training/technical assistance practices help staff enhance their cultural and linguistic competence?

Example:________________________________________________________

Example:________________________________________________________

To what extent does organization/agency have mechanisms in place to enhance the cultural and linguistic competence of staff?

- Not At All
- Sometimes
- Fairly Often
- Very Often

Examples:________________________________________________________

To what extent are staff-supervisor interactions used to create an opportunity for individualized coaching and support related to cultural and linguistic competence?

- Not At All
- Sometimes
- Fairly Often
- Very Often

Examples:________________________________________________________

Infrastructure

The *Infrastructure* subscale addresses the resources dedicated towards building and sustaining a culturally and linguistically competent organization.

Does organization/agency staff have a common understanding of “culture”?

- Yes
- No
- Unsure (If yes, what might it be?)_______________________________________
RESOURCES

To what extent is the organization/agency management team willing to involve staff in organizational decision- or policy-making?

☐ Not At All  ☐ Sometimes  ☐ Fairly Often  ☐ Very Often

To what extent has organization/agency management allocated adequate resources to implement CLC?

☐ Not At All  ☐ Sometimes  ☐ Fairly Often  ☐ Very Often

To what extent has organization/agency management implemented strategies that facilitate the integration of cultural and linguistic competence?

☐ Not At All  ☐ Sometimes  ☐ Fairly Often  ☐ Very Often

Examples: _____________________________________________________________

Resources and Linkages

The Resources and Linkages subscale concerns organization/agency practices that promote and maintain culturally diverse, formalized, and natural linkages that allow staff to effectively and appropriately deliver technical assistance.

To what extent does organization/agency work with external community resources (e.g., cultural brokers, liaisons) to help staff understand the needs of culturally diverse groups?

☐ Not At All  ☐ Sometimes  ☐ Fairly Often  ☐ Very Often

To what extent does organization/agency use resource materials (including communication technologies) that are culturally and linguistically appropriate to inform diverse groups about services and supports?

☐ Not At All  ☐ Sometimes  ☐ Fairly Often  ☐ Very Often

Overall Cultural Competence

List the three most important diversity-related issues currently facing the organization/agency.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

List three steps the organization/agency could take to enhance its cultural and linguistic competence.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Training and Technical Assistance Needs

List specific staff training needs/CLC related topics (ex. Gender responsive programming, effective cross-cultural communication and language access etc.)
DISCUSSION GUIDES

Overview
The facilitated Discussion Sessions are intended to promote dialogue, discussion and hopefully solutions to the challenges faced in working with diverse populations. Discussion Sessions tackle a variety of subjects including cultural and linguistic competence, unconscious bias, community engagement, demographic trends and having courageous conversations about sensitive subjects.

Each discussion guide provides content to facilitate a 1-1.5 hour discussion session. It is important to plan and prepare for the discussion sessions. Use the information provided in the Notes to Facilitators component of this package as a guide.

Descriptions

<table>
<thead>
<tr>
<th>Discussion Guides</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>Guide 1: The journey toward Cultural and Linguistic Competence</strong></td>
<td>60 – 90 minutes</td>
</tr>
<tr>
<td>The discussion in this guide includes defining cultural and linguistic competence (CLC). Participants will engage in activities to identify the personal and professional implications for CLC. The discussion also allows participants to learn about strategies to integrate CLC into the delivery of services for children, youth and families.</td>
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<tr>
<td><strong>Guide 2: Standing up to Bias: Mine, Yours, Ours</strong></td>
<td>90 minutes</td>
</tr>
<tr>
<td>This discussion provides participants with an opportunity to examine mental models and attitudes that impact behavior; Identify the impact of unconscious bias on decision making both personally and professionally; Identify effective strategies for addressing bias/unconscious bias and its negative effects in the school and community setting.</td>
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</tr>
<tr>
<td><strong>Guide 3: Talking about Social Justice</strong></td>
<td>60 minutes</td>
</tr>
<tr>
<td>This guide offers an opportunity to discuss the broad topic of social justice and its implications for service delivery systems. Participants will explore the issues of equity and discuss strategies to promote equitable service delivery for diverse populations. This session is presented as an open and unscripted dialogue intended to explore the varying areas of focus related to social justice.</td>
<td></td>
</tr>
<tr>
<td><strong>Guide 4: Who are We? Exploring Issues of Racial and Ethnic Identity</strong></td>
<td>60-90 minutes</td>
</tr>
<tr>
<td>This discussion session will explore issues of racial and ethnic identity in America. Prompted by a video clips from mass media, participants will discuss the concepts of racial and ethnic identity. Further, participants will discuss how views of others impact professional work, understanding of disparities/disproportionality and the implication for engagement with children, youth and families in the delivery of services.</td>
<td></td>
</tr>
<tr>
<td><strong>Guide 5: Social Determinants: Implications for Service</strong></td>
<td>60-90 minutes</td>
</tr>
<tr>
<td>With this guide, participants will explore social determinants and their impact on conditions for effective, equitable and culturally competent service delivery.</td>
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</table>
Discussion Guide Summary

**Participants:** Practitioners and service providers working with children, youth and families

**Time allocation:** 60-90 minutes

**Space Requirements:** Tables set in U-shape, classroom style or rounds to promote discussion

**Description:**

**Learning Objectives:**

*At the end of this discussion session participants will be able to:*

1. Define what is cultural and linguistic competence (CLC)
2. Understand the principles of cultural and linguistic competence
3. Explain the Cultural Competence Continuum and how it applies to personal and organizational development, and work with diverse children, youth and families
4. Understand the importance of cultural and linguistic competence and the implications for effective service delivery

**Evaluation Procedures:** Oral summary, pre-survey, post-survey

**Methods:** PowerPoint presentation, individual and group discussion, written and oral participant exercises

**Supplies Aids and Equipment:** PowerPoint slides, participant handouts, index cards, pen/pencil for each participant, markers, participant exercises

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**Agenda**

**Welcome, introductions**

- Objectives
- Participants introduction
- Setting the stage
- Pre-test

**PowerPoint presentation, exercises and discussion**

**Summary and wrap-up**

- Post test
Discussion Guide: The Journey toward Cultural and Linguistic Competence

Preparing for the Discussion Session

• Review the Notes to the Facilitator component to get general instructions to plan and prepare for the discussion.
• Review the content for the discussion session to become familiar with the agenda and subject matter.

Discussion content Outline

• Use the PowerPoint slides and discussion notes for each slide to facilitate the discussion session.

Slides 1–6:
• Welcome
• Objectives
• Introductions
• Setting the Stage
• Pre-test – Check in time

Slides 7–15: Examining culture and defining cultural and linguistic competence
• Discussing the meaning of culture, and the concept of the iceberg as a way to understand culture and what it represents for individuals.
• Individual exercise and group discussion – Handout 1: Cultural awareness self-assessment.
• Cultural competence, linguistic competence, and the journey toward cultural proficiency.

Resources: The following resources will assist the facilitator in guiding the discussion on slides 7-15. Review the resources as you prepare for the session. Consider sharing the resources with participants.

3. Title 6 regulations on availability of language access/services. Refer to this resource to get additional information that will assist in discussing the concept of linguistic competence and its relevance to service delivery. https://nccc.georgetown.edu/documents/NCCC-Learning-Checklist.pdf

Slide 16: Individual exercise: Journey towards cultural proficiency
• To facilitate this individual exercise, use Handout 2: Journey towards Cultural Proficiency
• Distribute Handout 1 to participants and ask them to take about 5 minutes to think about their personal journey and the information provided on Slide 11.
• Ask participants to think where on the continuum they are— at what stage of their journey are they personally.
• Ask them to circle the stage that best represents them at this moment.
• Ask participants to think about, and write down, how they will move to the next level.
Discussion Guide: The Journey toward Cultural and Linguistic Competence

- Ask participants to think about, and write down, how they will move to the next level.
- They should not be asked to share the information with the group. Ask them to keep the information handy. Participants will be asked to think about and develop a personal action plan towards cultural and linguistic competence at the end of the discussion session.

Slides 17–18: Cultural and linguistic competence in practice

What CLC is and is not – at the beginning of the discussion session, participants where asked what cultural and linguistic competence means to them. Use the following exercise to engage participants in a discussion about examples of what cultural and linguistic competence (CLC) is as it relates to service delivery for children, youth and families.

Instructions for Individual and Group Exercise

- Provide copies of Handout 3: Examples of what cultural and linguistic competence is and is not
- Ask participants to take 5 minutes to review the items on the handout and select the items that they think are examples of cultural and linguistic competence
- Then ask them to select the items that they think are not examples of cultural and linguistic competence.
- Facilitator can then engage participants in a dialogue about the responses and solicit additional examples from their experience that represent cultural and linguistic competence.

Discussion

Examples of what cultural and linguistic competence is:

- Developing a vision, mission, and strategic planning for agencies/organizations that are aligned with and reflect commitment to and action to CLC values, practices, and outcomes
- Establishing norms that create a safe organizational climate, based on trust and mutual respect between and among staff, stakeholders and community members
- Ensuring that sufficient resources (human and financial) are available and reflect a commitment to infuse CLC into practice and sustain it across time – this includes providing training, resources and tools for staff to enhance their ability to authentically infuse CLC into their work
- Administration, management, and staff mirroring the population(s) and communities in which we work
- Policies and procedures that operationalize CLC in daily work (organizational structure, budgeting, policies and procedures)
- Effectively engaging consumers and ensuring consumer centeredness’ in research and program development
- Including CLC standards and benchmarks to guide overall operations and delivery of services and supports
- A receptive environment that promotes addressing race, ethnicity, class, disability, privilege, power, gender, sexual orientation, historical trauma, spirituality, and other psychosocial issues relevant to staff
Examples of what Cultural Competence is not:

- A “color-blind” philosophy and approach
- An “add on,” “overlay,” or “just another (unfunded) requirement”
- Limited to ethnic or racial groups
- The availability of a translated brochure
- Having graphics in publications and materials with faces of different colors
- Serving ethnic food or playing ethnic music in trainings and gatherings
- Collecting demographics on ethnic or racial populations and not using the data to address and eliminate disparities (cost and burden versus value)
- Stereotyping individuals because they belong to an ethnic or racial group, a lower socioeconomic status group, or an unserved/underserved population (LGBTQI2-S [lesbian, gay, bisexual, transgender, questioning, intersex, and two-spirited]), based on our limited and sometimes incorrect knowledge of that group
- Assuming that a staff member of color is culturally or linguistically competent (unfairly placing burden on the staff person)
- “Western benevolence”—we know what is best for you!

Resources: The following resources will assist the facilitator in guiding the discussion for the Individual and Group Exercise: Examples of what cultural and linguistic competence is and is not. Review the resources as you prepare for the session. Consider sharing the resources with participants.


Summary/Action Planning

Slide 19:

- Ask participants to identify one take-away from the discussion session.
- Distribute Handout 4: Action Planning and ask participants to think about what they will do to address cultural and linguistic competence.

Wrap-up

Slide 20:

Thank participants for attending the discussion session and encourage them to work on the ideas listed on the action plans.
To begin to assess your cultural self-awareness, ask yourself the following questions:

1. What are some of my core beliefs and how have they been culturally influenced?

2. How would I describe my worldview?

3. How would I describe the worldview of the children, youth and families that I work with?

4. How might these differ from the ways in which I see the world?

5. How much do I know about the cultural backgrounds of the children, youth and families that I work with?

6. What information is missing and how can I get that information?
**Handout 2: Cultural Awareness Self-Assessment**

### Journey Towards Cultural Proficiency

<table>
<thead>
<tr>
<th><strong>The Continuum at a Glance</strong></th>
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<table>
<thead>
<tr>
<th><strong>IN THEORY</strong></th>
<th><strong>IN ACTION</strong></th>
<th><strong>ASSUMPTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Destructiveness</td>
<td>Intentionally eradicates all traces of others’ culture</td>
<td>We’re number one</td>
</tr>
<tr>
<td>Cultural Incapacity</td>
<td>Esteems one culture over another, unintentionally furthering bias</td>
<td>We look out for our own</td>
</tr>
<tr>
<td>Cultural Blindness</td>
<td>In attempting to avoid bias, overlooks cultural differences</td>
<td>All people are the same</td>
</tr>
<tr>
<td>Cultural Precompetence</td>
<td>Recognized limitations in skills and practices associated with interacting</td>
<td>We recognize the important role of culture in all endeavors</td>
</tr>
<tr>
<td></td>
<td>with other cultural groups</td>
<td></td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>Actively using one’s capacity to assess culture, value and manage diversity</td>
<td>Acceptance of and adaptation to differences are work to which we commit and in</td>
</tr>
<tr>
<td></td>
<td>and institutionalize knowledge</td>
<td>which we are mutually engaged</td>
</tr>
<tr>
<td>Cultural Proficiency</td>
<td>Esteems culture, marked by effective interaction and communication with</td>
<td>Our actions demonstrate our global commitment to cultural competence and our</td>
</tr>
<tr>
<td></td>
<td>diverse individuals/groups</td>
<td>proactive stance against cultural incompetence</td>
</tr>
</tbody>
</table>
**Instructions:**

- Think about their personal journey, where on the continuum are you personally – at what stage are you personally.

- Circle the stage that you think you are currently at, on the graphic above.

- Then, take a few minutes to think about and write down how you will move to the next level.

- You will not be asked to share this information with the group.

- Please keep this information as you will be asked to think about your personal action plan towards cultural and linguistic competence at the end of the discussion session.
Handout 3: Examples of what cultural and linguistic competence is/not

Instructions:
Place a √ next to the statements that are examples of cultural and linguistic competence and an X next to the statements that are not examples.

☐ An agency’s/organizations vision, mission, and strategic planning that are aligned with and reflect commitment and action to CLC values, practices, and outcomes

☐ A safe organizational climate based on trust and mutual respect

☐ A “color-blind” philosophy and approach

☐ Provision of sufficient resources (human and financial) to reflect a commitment to infuse CLC into practice and sustain it across time

☐ Stereotyping individuals because they belong to an ethnic or racial group, a lower socioeconomic status group, or an unserved/underserved population (LGBTQI2-S [lesbian, gay, bisexual, transgender, questioning, inquisitive, and two-spirited]), based on our limited and sometimes incorrect knowledge of that group

☐ The administration, management, and staff of agencies/organizations mirroring the population(s) and communities in which we work

☐ Assuming that a staff member of color is culturally or linguistically competent (unfairly placing burden on the staff person)

☐ Policies and procedures that operationalize CLC in daily work (organizational structure, budgeting, policies and procedures)

☐ Effectively engaging clients and ensuring client centeredness’ in research and program development Limited to ethnic or racial groups

☐ The availability of a translated brochure

☐ Including CLC standards and benchmarks to guide overall operations and delivery of services and supports

☐ Serving ethnic food or playing ethnic music in trainings and gatherings

☐ A receptive environment that promotes addressing race, ethnicity, class, disability, privilege, power, gender, sexual orientation, historical trauma, spirituality, and other psychosocial issues relevant to staff

☐ An “add on,” “overlay,” or “just another (unfunded) requirement”

☐ Having graphics in publications and materials with faces of different colors

☐ Collecting demographics on ethnic or racial populations and not using the data to address and eliminate disparities (cost and burden versus value)

☐ “Western benevolence”—we know what is best for you!
Instructions:

Take 5 minutes to respond to the questions below. Work to implement the actions identified.

• What is a take-away from this discussion session?

• What will you do as a result of participating in this discussion session?

• How will you influence your organization to take action toward integrating cultural and linguistic competence?

Notes:
Discussion Guide: 2
Standing up to Bias: Mine, Yours, Ours

Discussion Guide Summary

Participants: Practitioners and service providers working with children, youth and families

Time allocation: 60-90 minutes

Space Requirements: Tables set in U-shape, classroom style or rounds to promote discussion

Description:

Learning Objectives:

At the end of this discussion session participants will be able to:

1. To define implicit bias
2. Identify the impact of implicit bias on decision making
3. Identify effective strategies for addressing implicit bias

Evaluation Procedures: Oral summary, pre-discussion exercise, post discussion checklist

Methods: PowerPoint presentation, individual and group discussion, written and oral participant exercises

Supplies Aids and Equipment: PowerPoint slides, participant handouts, index cards, pen/pencil for each participant, markers, participant exercises

Agenda

Welcome, introductions (10 minutes)
• Setting the Stage
• Pre-discussion exercise

PowerPoint presentation, exercises and discussion (45 minutes)
• Video
• IAT exercise
• Discussion

Wrap-up (5 minutes)
• Oral feedback
• Post-test
**Discussion Guide: Standing up to Bias: Mine, Yours, Ours**

### Preparing for the Discussion Session

- Review the *Notes to the Facilitator* component to get general instructions to plan and prepare for the discussion.
- Review the content for the discussion session to become familiar with the agenda and subject matter.
- **Two Weeks Prior to Training**: To improve the effectiveness of the training, please ask the registered participants to take the Implicit Association Test (IAT) before the training. It can be accessed at: [www.implicit.harvard.edu](http://www.implicit.harvard.edu). No instructions are needed since they are contained on the website. Ask participants to bring or remember their results to the training. They will not be asked to share them in the training group.
- Take an IAT yourself. You can learn more about IAT at: [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)

### Resources

*The following resources will assist the facilitator in guiding the discussion session.*

*Review the resources as you prepare for the session.*

- Implicit Association Test (IAT) can be accessed at: [www.implicit.harvard.edu](http://www.implicit.harvard.edu).
- To learn more about IAT at: [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)

### Discussion content Outline

**Slide 1: Welcome and Setting the Stage**

**Discussion**: Whether we want to admit it or not, we all have biases. Some of our biases are conscious and may even be outwardly expressed, although we try not to. Other biases are unconscious or implicit - that is we hold them but they are not outwardly conveyed. Many times, we are not aware of them but certain circumstances or people may awaken them. Whether they become conscious or not, bias affects our perceptions, our reactions, judgements, and ultimately our decisions about situations and about others. By acknowledging the presence and influence of our unconscious/implicit biases we are able to move from no action to action, in other words becoming more conscious about our biases and therefore able to do something to address them. This is particularly true in the school/classroom setting where teachers and administrators are making decisions every day about students and their behaviors and sometimes about their families. Our goal in this session is to help you realize the existence of unconscious bias, its impact, and offer suggestions about what to do about improving your decision making despite their existence.

**Slide 2: Describe Learning Objectives**

**Slide 3: Pre-discussion exercise – The Dots**

- Distribute *Handout: The Dots*, to participants
- Introduce exercise, explain that the exercise is intended for experiential learning
- Ask participants to counting the dots - how many are white and how many are black?
- How many people see all white dots?
- How many people see all black dots?
**Discussion Guide:**

**2**

Standing up to Bias: Mine, Yours, Ours

---

**All the dots are white dots**

**Discussion:** Often times what we see is not what is. As a professional working with children and families, we have to be sure to spend time really uncovering what is actually there so that we can work from the facts. As a professional you have the awesome opportunity to improve the lives and experience of the individuals you work with in a way that benefits each of them and the organization tremendously.

**Slide 4:** Please watch this short video in which six people-three in white shirts and three in black shirts-pass basketballs around. While you watch, keep a silent count of the number of passes made by the people in white shirts.

**Slide 5: Video – Invisible Gorilla**

**Slide 6: Group Discussion about Video**

**Discussion:** You can use the following questions and information to guide discussion with participants about their reaction and lessons learned from viewing the video.

1. For those of you who have never seen this video, did you notice all the changes going on while you were counting the passes?
2. Did you see the gorilla?
3. Did you see one person in a black shirt leave?
4. Did you notice the color of the curtain change?
5. What was your reaction when you were told that those other things were going on in addition to the basketball being passed around?

**Note:** You may want to replay the video to give participants a second opportunity to notice the other changes going on.

When this experiment was done at Harvard, half of the people who watched the video and counted the passes, missed the gorilla. How can that happen?

This experiment reveals two things. First, we are missing a lot of what goes on around us. Second, we have no idea that we are missing so much. This video is used to help explain what we see and what we don’t see even though it is going on around us.

There was more taking place in the video than you probably noticed – very much like what happens to us on a daily basis as we work, play and interact with each other.

If half the people did not see the gorilla, or if others did not notice one person in a black shirt leave, or notice that the color of the curtain changed, then maybe many other perceptions or beliefs we have might be wrong too. The creators of the experiment wrote *The Invisible Gorilla* to explore the limits of human intuition and what they mean for ourselves and our world.

1. So how does all the activity around us impact the decisions we make?
2. Are we paying attention to all the information around us?
3. Do we even recognize that there may be more than we initially see or hear or notice?
4. What are we relying on to make decisions?
5. Are the cues we rely on conscious and/or unconscious?
6. What do we rely on more to make decisions, the conscious or the unconscious cues?
7. Are we on “automatic pilot”?
8. What does this video tell you about yourself?

This video demonstrates the mechanism of selective attention and how we can miss cues because of how we are attending (giving attention) to them.

Oh, yes, there were 16 passes made by the people in white shirts.

**Slide 7: Implicit Bias definition** - Implicit bias and unconscious bias are different descriptors for the same concept. The terms in this presentation are used interchangeably.

**Slide 8: Bias can also alter our senses**

**Slide 9: Implicit Association Test**

**Notes:** Ask the participants - *How many of you were able to take the Implicit Association Test before coming today?*

**Slide 10: Experiences with the IAT**

**Discussion:**
- What were your first reactions?
- Were you surprised?
- How did you feel when you saw your results?
- Did you feel like you wanted to argue with the test results?
- Upon reflection, what did you feel and think about your experience?
- What is your “takeaway”?

**What we can learn from taking the Implicit Association Test (IAT):**
- It is personal proof that we have stereotypes and they can be activated.
- Results can change, but are difficult to manipulate.
- According to the test developers, results do not usually fluctuate, and cannot be easily manipulated, but they can change according to the context and can also change over time.
- But most importantly, the question is not whether unconscious bias exists, but whether we change our behavior as educators once we become aware of our biases to avoid influence on our perceptions, judgements, and behaviors.

**Slide 11: Color blindness**
- Most of us, think we are color-blind and therefore assume we are justified in our thinking and behavior.
- The idea that we may act with bias in dealing with children, youth and families is counter to our beliefs.
- Nevertheless, we can still be blinded by our expectations.
• We see what we look for but may miss important truths to understanding the whole picture.
• The gorilla (“elephant in the room”) usually goes unnoticed, unconsciously or consciously screened out.
• Our intuition tells us that we are not racially biased.
• To counter this intuition the first step is to acknowledge that all of us living in this society are bombarded with stereotypes and bias that affect our thinking about race and ethnicity in ways that we are unaware of.
• These stereotypes and biases may influence our decisions and interactions in ways we would find unacceptable and attempt to stop if we knew they were consciously going on.

Slide 12: Resistance to Acknowledging Bias (See Resources Section for Discussion Guide for Slide 19)
• Unconscious bias is often lumped together with intentional discrimination. It is different.
• If you are unconsciously biased, you probably don’t know it. That is why it is called “unconscious.”
• It is hard, but can we accept the fact that we all are biased, either unconsciously or consciously?
• Now we are ready to begin addressing our biases.
• Most people do not recognize implicit bias because most equate racial bias with intentional racism.
• There is a difference between blatant, intentional, and knowing racism, and unconscious or implicit racial bias.
• Our lack of awareness of racial/ethnic bias is not only influenced by societal bias, but by our tendency to avoid seeing reality in a way that makes us feel uncomfortable or that does not fit well with our worldview.
• When we are given a choice of perspectives, we sort out those facts that seriously challenge our beliefs and understandings because they are difficult to absorb or accept.
• We tend to avoid uncomfortable interpretations and we tend to resist acknowledging bias.
• For example, when confronted with the fact that the United States incarcerates more adults and children per capita than any other country in the world, some people may gravitate toward explanations like we have highly efficient and well-trained law enforcement. That explanation may be far more satisfying or easier to digest, even if no evidence supports it, than believing that our justice system may be flawed and a contributor to inappropriate incarcerations.

Slide 13: Group Discussion
• Ask participants to think about how unconscious bias impacts their decision making at work, at home, with social interactions, and with clients.
• Ask participants to think about how they acknowledge and challenge their biases?
• If so, how did you do it and how did it feel?
• Ask for volunteers to share responses.

Discussion:
• We have a hard time acknowledging that our service systems may contribute to disparities and disproportionalities in access to and delivery of services to clients in many ways.
Standing up to Bias: Mine, Yours, Ours

• There are also social determinants that contribute significantly to the contexts within which our children, youth and families live and sometimes don’t thrive. Much of the time, we do not have control over those social determinants such as quality of housing, food security, employment, environmental pollutants, crime rates, etc. so then we need to look at those factors that we do have control over, which our own biases and decisions that are the result of our biases.

• When we fail to see or acknowledge a disparity or disproportionality for what it is, possibly a failure of our systems and/or individuals in our systems, it may result in maintaining the status quo rather than choosing to address the problem and solve it. If we don’t accept that fact, then we can’t begin to address our biases and their consequences.

Slide 14: Strategies to Address Unconscious Bias in Decision Making

Discussion:
• Recognize that diversity is real, dynamic, and legitimate – there is more than one way to see people and do things
• Become aware of your individual perceptions, stereotypes, and bias and their impact on decision making
• Engage in opportunities to learn about the diverse cultures of your clients, their families, as well as your colleagues
• Suspend initial impressions and negative judgments
• Engage in courageous conversations to increase knowledge and address negative perceptions, stereotypes, and attitude.

Notes: Since we do not have control over all the factors that affect the children, youth and families that we serve, we can only positively impact our students through the relationships that we form in working with them. Therefore, in our small way we can improve their lives through being self-aware, skilled, and willing to suspend judgement until we know them better and learn from them about who they are instead of who we think they are.

Slide 15: As a take away from the discussion session, the unconscious bias checklist is offered. Review the checklist with participants and ask for their feedback about the checklist as a useful tool.

Slide 16: Summary

Discussion: Being able to discuss the concept of implicit bias, understand what it is and what it isn’t and then acknowledging that it is something we all experience is a first step in addressing it and its ramifications. When we can discuss our own implicit biases and engage in mutually sharing of them, we will be able to see how they affect our perceptions, judgements, decision making and actions that follow. If we stay on automatic pilot, we will not be able to make clear and informed decisions impacting our students, colleagues, and even our families. This Discussion Session will help in our interactions with colleagues, students, families and in the decision-making process we engage in daily with all of them.

Wrap-up: Reflections
• Hand out copies of Handout 2: Reflections Sheet to participants
• Give participants a few minutes to complete
1. I know what implicit/unconscious bias is.
   □ Yes    □ No

2. I now have some skills to begin to acknowledge my own implicit bias and address it, especially in decision-making situations.
   □ Yes    □ No
Standing up to Bias: Mine, Yours, Ours

Group Discussion

http://www.themindpoll.com/index.html

Starting the Conversation

Implicit Bias

Your Experience with the AT

Color Blindness

Group Discussion

Strategies to Address Unconscious Bias in Decision Making

A high-water

Thank you
Discussion Guide: 3

Talking about Social Justice

**Discussion Guide Summary**

**Participants:** Practitioners and service providers working with children, youth and families

**Time allocation:** 60 minutes

**Space Requirements:** Tables set in U-shape, classroom style or rounds to promote discussion

**Description:**

**Learning Objectives:**

*At the end of this discussion session participants will be able to:*

1. Define social justice, and its relevance to social service systems.
2. Identify how issues of social justice impact communities and the children, youth and families who live in these communities.
3. Define why it is important to address social justice issues and the intersection with cultural differences, unconscious bias and institutionalized systems of bias.
4. Identify strategies to address social justice issues within individual spheres of influence.

**Evaluation Procedures:** Oral summary

**Methods:** PowerPoint presentation, individual and group discussion, written and oral participant exercises

**Supplies Aids and Equipment:** PowerPoint slides, sticky notes (3 different colors), pen/pencil for each participant, markers, participant exercises, flip chart paper

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**Agenda**

**Welcome, introductions**
- Objectives
- Participants introduction
- Setting the stage
- Pre-test

**PowerPoint presentation, exercises and discussion**

**Summary and wrap-up**
- Review the *Notes to the Facilitator* component to get general instructions to plan and prepare for the discussion.
- Review the content for the discussion session to become familiar with the agenda and subject matter.
Resources: The following resources will assist the facilitator in guiding the discussion for this session. Review the resources as you prepare for the session. Consider sharing the resources with participants.

4. The Human Rights Campaign - https://www.hrc.org/about
5. The Square One Project - https://www.squareonejustice.org/

Discussion content Outline

- Use the PowerPoint slides and discussion notes for each slide to facilitate the session.

Slide 1–2: Welcome and Introductions

Slide 3: Objectives

- State objectives of the discussion session
- Also integrate feedback from participants based on what was shared about what they hope to get out of the discussion session.

Slide 4: Group Discussion

Discussion: The topic of social justice exists within many sectors such as justice, health, housing, the environment, economics, politics, gender diversity, immigration, employment and workforce, trade and industry just to mention a few. Social justice is a global issue and has an impact on everyone. The issues of fairness and equity are at the center of conversations about social justice. Addressing concepts of disadvantage, advantage and privilege and how they interplay in communities is part of the discussion. Therefore, exploring issues of equity and discussing strategies to promote equitable service delivery for diverse populations is important. The session is intended to be an open and unscripted dialogue to explore the varying areas of focus related to social justice.

Slide 5: Social Justice

- Review definition of social justice on the slide
- Ask participants if they have additional ideas to offer based on their own experiences and work.

Slide 6: Social justice and the news media

- Ask participants the question on slide 6 and wait for responses.
- Based on responses you will be able to facilitate a dialogue about the impact of the news media to promote knowledge and appreciation of social justice issues.

Discussion: The news media (social media, print media, television) is used as a tool to share information about issues of social justice, injustice and societal inequities. These mechanisms are instantaneous, as we are often able to learn in real time about occurrences, stories and events. Due to the very present feeding of this information, we may have several reactions ranging from outrage, disbelief, sorrow, empathy, sympathy, fear, misunderstanding, and horror. There is also a sense of apathy that may come due to the ever-present existence of this information. How do we feel about this easy access to constant information? Do we feel if helps, hurts, or
Discussion Guide: 3
Talking about Social Justice
renders individuals numb to the issues? Do we feel that the constant sharing of this information normalizes the inequity and injustice in our society? Do we feel that media plays a role in social change? What are your views?
## Discussion Guide: Talking about Social Justice

### Slide 7: Discussion Questions

**Discussion:**
- Ask participants to respond to the questions on Slide 7. What are their thoughts and ideas?
- Facilitate a group discussion based on the thoughts and ideas presented by participants.

Everyone, regardless of their position in life, professional roles, responsibilities and worldviews make decisions about addressing the issue of social justice in a variety of ways. The idea of this discussion is to allow participants to explore what, how and where are their spheres of influence, what they want to do or not do, what is important to them and whether they determine that action is a relevant approach to take. This section of the discussion should be presented so that participants feel comfortable to share ideas without being judged about what is a right or wrong approach.

**As the discussion unfolds ask participants to:**
- Think about the children, youth and families that they work with?
- What are some of the issues of inequity, disparities, lack of access to services, cultural competence, unconscious bias and barriers that exist?
- What is their sphere of influence to address these issues- What is within the realm of their professional roles and responsibilities and what is not?

**Some ideas that can be presented are:**
- Taking time to learn about the needs, challenges and culture of populations to be served.
- Collecting data to determine where disparities may exist.
- Identifying barriers and challenges for access to services and supports.
- Engaging with community members as partners to develop culturally competent programs and services.
- Addressing unconscious bias.
- Ask participants to identify other strategies or actions that can be taken.

### Resources: The following resources will assist the facilitator in guiding the discussion for this session. Review the resources as you prepare for the session. Consider sharing the resources with participants.

**Discussion Guide: Talking about Social Justice**

**Resources:** *The following resources will assist the facilitator in guiding the discussion for this session. Review the resources as you prepare for the session. Consider sharing the resources with participants.*


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**Slide 8: Activity - Pulling it all together**

*Instructions to set up this exercise:*

**Discussion:** Slide 8, provides a template for this activity. This activity allows participants to think through some of the ideas that they generated during the previous discussion. and begin to think critically about strategies to address inequity and facilitate social justice.

- Prior the discussion session, prepare a sheet of flip chart paper to reflect the graphic table below. And have it ready to use during the session.

---

### Pulling it all together

#### Strategies for Action

<table>
<thead>
<tr>
<th>Measuring the impact of decisions that affect communities most burdened by inequities.</th>
<th>Addressing the social determinants.</th>
<th>Increase access to services and supports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve decision making structure towards being more inclusive of</td>
<td>Identifying strategies to improve health and wellbeing.</td>
<td></td>
</tr>
</tbody>
</table>

- Place the flip chart paper with the graphic table in a space that is accessible to all participants.
- Distribute three sticky notes to each participant (you may consider distributing sticky notes in three different color to each participant. One color to be used for each column.)
- Ask participants to think through some of the ideas generated in the previous discussion (from Slide 7).
- Ask them to write down one strategy related to each column on the sheet.
- Ask participants to place a sticky with a strategy that they have identified on the relevant column.
- Take about 10 mins to review with participants the strategies presented on the sticky notes.
Discussion Guide: 3
Talking about Social Justice

Summary

Slide 8:

• Summarize points discussed in the session.
• Encourage participants to use the information discussed and lessons learned in this session to inform their work.
• Close the discussion session with the quote and the post discussion session exercise. Participants can do this exercise individually after the session.
• Thank participants for attending the session.

Wrap-up

Post Discussion Exercise

• Distribute an index card to each participant
• Ask each participant to write down: (1) one take-away from the discussion session, (2) one thing they will do to address social change in their community or in the work that they do on behalf of children, youth and families.
• Ask the participants to keep the index card in a place that can easily serve as a reminder for action.
There are no participant handouts offered for this discussion session. As the facilitator, you may select a resource, article or materials that you want to share with participants. The choice is yours.
Talking about Social Justice

Welcome and Introductions
- Please
  - Introduce yourself (name, agency, role)
  - What do you hope to get out of this session?

Objectives
- Participants will be able to:
  - Define social justice and its relevance in the context of the session.
  - Identify how issues of social justice impact communities and individuals, young and families who are more vulnerable.
  - Develop strategies to address social justice issues and interventions within the session.

Group Discussion
- What is your understanding of social justice?

Social Justice
- Social justice refers to a concept in which equity or justice is achieved in every aspect of society, rather than in only some aspects or for some people.

Social Justice and the News Media
- How does the news media shape social justice, print media, and social media influence your appreciation and knowledge of social justice issues?

Thank you
Discussion Guide: 4
Who are We? Exploring Issues of Racial and Ethnic Identity

Discussion Guide Summary

Participants: Practitioners and service providers working with children, youth and families

Time allocation: 60 minutes

Space Requirements: Tables set in U-shape, classroom style or rounds to promote discussion

Description:

Learning Objectives:

At the end of this discussion session participants will be able to:

1. Define concepts of race and ethnicity;
2. Identify what is the impact of concepts of race and ethnicity on educational services, student achievement and student outcomes;
3. Discuss the concepts of disparities and disproportionality related to race and ethnicity and the impact on educational achievement and educational outcomes;
4. Identify strategies for the engagement of families and communities and the delivery of effective educational and support services to students from diverse backgrounds.

Evaluation Procedures: Oral summary, pre-survey, post-survey

Methods: PowerPoint presentation, individual and group discussion, written and oral participant exercises

Supplies Aids and Equipment: PowerPoint slides, index cards, pen/pencil for each participant, markers, participant handouts

Agenda

Welcome and Setting the Stage

PowerPoint presentation, exercises and discussion

- Racial/ethnic demographics in the United States
- Definition of race and ethnicity
- Understanding the nature of race and ethnicity in America

Video Clip 1

Group Discussion

Video Clip 2

Group Discussion
Discussion Guide: 4
Who are We? Exploring Issues of Racial and Ethnic Identity

PowerPoint presentation
• Disparities and disproportionality
• Strategies to address disparities and disproportionality

Wrap-up and oral feedback from participants

Preparing for the Discussion Session
• Review the Notes to the Facilitator component to get general instructions to plan and prepare for the discussion.
• Review the content for the discussion session to become familiar with the agenda and subject matter.
• Review all video clips that are presented in this discussion guide to become familiar with the content.
  You will be better able to prepare to facilitate the discussion.

Discussion content outline

Slide 1: Welcome and Setting the Stage
• Ask participants to introduce themselves (name, title)
• Pre-test (Handout 1), ask participants to describe in a sentence what they hope to learn from the discussion session about race and ethnicity – “From this discussion session, I hope to learn . . . ”

Slide 2: Objectives
• Describe Learning Objectives as outlined on the slide.

Discussion:
• Talking about race often is difficult and uncomfortable for many people. Such conversations are often very emotionally charged soliciting feelings of blame and/or anger about injustices, inequity, unfair treatment and exclusion. Such conversations are however important to have for a number of reasons: (1) the growing diversity of our communities, (2) the needs to provide educational opportunities for all children regardless of racial/ethnic background and (3) the importance of providing cultural and linguistically competent services.

• We all may have our own definitions of race and ethnicity based on cultural references, perception, what we have been taught, from our experiences. So, theoretical definition of race and ethnicity is where we may want to begin this conversation.

• Race and ethnicity play an important role in daily human interaction and therefore have an impact on these interactions. Concepts and definitions of race and ethnicity often get confused. It is important to examine the concepts and definition of race and ethnicity to determine what the concepts mean to individuals and their interactions with other.

• Many concepts of race and ethnicity abound. There is contemporary discourse on race as offered through media outlets such as the Cable Network News (CNN) series on Race in America. Through this series, varying perspective on race and racial identity are discussed. A historical perspective on the discourse about race and perceptions of racial identity that still has relevance even today comes through the Doll Study conducted in the 1940’s by Drs. Kenneth Clark and Mamie Phipps Clark. The Doll study examined the
perceptions that children have about race. When children in the study were given dolls that were identical except for hair color and skin color, they found that all children had a preference for the white dolls.

- Other examples that typify the impact of race are also seen as we look at the juvenile justice system and the disproportionate confinement of youth of color when compared to their white counterparts. In the educational system, we see the wide achievement gap between white students and Black and Latino students.

Resources: The following resources will assist the facilitator in guiding the discussion for this session. Review the resources as you prepare for the session. Consider sharing the resources with participants.


Slide 3–4: Defining race and ethnicity

Slide 5: Video presentation:


Slide 6: Group Discussion

Facilitate a group discussion with the following questions:

- How comfortable do you feel discussing issues of race/ethnicity with (1) family, (2) friends, (3) co-workers, (4) strangers?
- How significant is race/ethnicity in American today?
- What do you say to those who say that they do not see color?
- How do you view the impact of race/ethnicity in American society today?

Slide 7: Video presentation

- Show video Clip 2 – YouTube clip – Miss America controversy - https://www.youtube.com/watch?v=fDzj9vRw5yM
  - This video clip is a few years old, it however is a good example of the issues being discussed.
- Prior to the discussion session, the facilitator should review the videos to prepare for the discussion.

Slide 8: Group Discussion - reaction to video

Ask participants:

- What is your reaction to the video clip?
- What are your ‘take-aways’ from the video clip?
- What do you think it says about our perceptions of race and ethnicity in America?
Slide 9–11: Definition of disparities and disproportionality/ anatomy of disparities

- Review definitions with participants

**Discussion**: Data shows that disparities exist across all systems of service. These disparities occur for a variety of reasons. Disparity refers to disparate or inequitable treatment (how the individual is treated) or services (types, quality, access and quantity of services available) provided to minority children as compared to those provided to similarly situated Caucasian children (Race Matters Consortium, 2001). Disproportionality refers to a situation in which a particular racial/ethnic group of children is represented in child welfare systems at a higher percentage than other racial/ethnic groups. It looks across racial/ethnic groups at relative ratios of children at various points in the child welfare system to their numbers in the general population. Overrepresentation refers to the difference between how children are represented at some point in the child welfare system and how they are represented in the general population.

- Once, you have provided the discussion above, use the following slides to conduct small group exercises with participants.

Slide 12–14: Small Group Exercise – Hypothetical situations – understanding the data about disparities and disproportionality.

- Divide participants into three groups.
- Give each group a copy of data for one hypothetical situation
  - Group 1: Handout 2 – Utilization of Services
  - Group 2: Handout 3 – Access to Services
  - Group 3: Handout 4 – Child Welfare System X

- As participants in each of their small group to review the data, interpret the data and determine whether this is a disparity or disproportionality.

- Give participants about 15 minutes to have their small group discussions.

- As each group to identify a spokesperson, who will present information about the discussion to the large group.

- After each group’s presentation, present and discuss each hypothetical situation (Slides 12, 13, 14).

**Discussion**: Discussion points to assist in facilitating discussion for each hypothetical situations and small group exercise are as follows:

**Group 1: Handout 2- Utilization of Services**

In this hypothetical situation - The data indicates that African American and Latino children, and their families, are under-utilizing services/ programs (12% and 12%) at 40% the rate than would be expected based on their proportionality in the population (30% and 30%).

Biracial children and their families are under-utilizing services/programs (5%) at 50% the rate than would be expected based on their proportionality in the population (10%).

Asian American children and their families are utilizing services/programs at twice the rate (10%) than you would expect based upon their proportionality in the population (5%).

While White children are utilizing services/programs at 2.4 times the rate (60%) compared to their population demographics (25%).
Therefore, there is a disparity in the services/program utilization rate of African American, Latino, and biracial children, and their families, as compared to their White and Asian American counterparts.

**Group 2: Handout 3 – Access to Services**

The data indicates that African American, Latino and biracial children, and their families, are under-utilizing services/programs (15%, 15% and 5%) at half the rate than would be expected based on their proportionality in the population (30%, 30% and 10% respectively).

Asian American children and their families are utilizing services/programs at the same rate (5%) than you would expect based upon their proportionality in the population (5%).

While White children are utilizing services/programs at 2.4 times the rate (60%) compared to their population demographics (25%).

Therefore, there is a disparity in the services/program utilization rate of African American, Latino, and biracial children and their families as compared to their White counterparts.

**Group 3: Handout 4 – Child Welfare System X**

African American children are over-represented in this hypothetical state child welfare system by 1.75 times (35%) their proportionality in the population.

Latino children are over-represented by 1.5 times (30%) their proportionality in the population.

American Indian and biracial children are over-represented by 2 times (10% and 10%) their proportionality in the population.

Asian American children are under-represented completely (0%).

White children are under-represented by 2.5% (15%) their proportionality in the population.

Therefore Latino, African American, American Indian, and biracial children are disproportionately over-represented in this child welfare system

**Slide 15: Group Discussion** - Implication of race/ethnicity for our work and the delivery of programs and services.

- Facilitate a large group discussion, using the following questions:
  - What are the implications of race and ethnicity for and their impact on providing services and supports for children youth and families from racially and ethnically diverse backgrounds?
  - What are the implication of race and ethnicity for the effective engagement of children, youth and families in your community?
  - How can we address issues disparities and disproportionality based on race?

**Slide 16: Wrap-up and oral feedback from participants.**

**Post-test (Handout 5)** - Ask participants to write their response to the following:

From this session I have learned . . .
From this discussion session, I hope to learn . . .
## Handout 2: Utilization of Services

<table>
<thead>
<tr>
<th>Population</th>
<th>Utilization of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>25%</td>
</tr>
<tr>
<td>African American</td>
<td>25%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>25%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>5%</td>
</tr>
<tr>
<td>Asian American/Pacific Islander</td>
<td>10%</td>
</tr>
<tr>
<td>Biracial</td>
<td>10%</td>
</tr>
<tr>
<td>White</td>
<td>60%</td>
</tr>
<tr>
<td>African American</td>
<td>12%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Asian American/Pacific Islander</td>
<td>10%</td>
</tr>
<tr>
<td>Biracial</td>
<td>5%</td>
</tr>
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**Notes:**
### Access to Services

<table>
<thead>
<tr>
<th>Population</th>
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<tr>
<td>White</td>
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<tr>
<td>........................................</td>
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<tr>
<td>White</td>
<td>60%</td>
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<tr>
<td>African American</td>
<td>African American</td>
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<tr>
<td>African American</td>
<td>15%</td>
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<td>........................................</td>
<td></td>
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<tr>
<td>Latino/Hispanic</td>
<td>Latino/Hispanic</td>
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<tr>
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<tr>
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<td>........................................</td>
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<td>Asian American/Pacific Islander</td>
<td>5%</td>
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<td>........................................</td>
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<tr>
<td>Biracial</td>
<td>Biracial</td>
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<td>........................................</td>
<td></td>
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<tr>
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</table>

**Notes:**
### Child Welfare System X Involvement

<table>
<thead>
<tr>
<th>Population</th>
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<td>White</td>
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<tr>
<td>African American</td>
<td>35%</td>
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<tr>
<td>Latino/Hispanic</td>
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<tr>
<td>Latino/Hispanic</td>
<td>30%</td>
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<tr>
<td>American Indian/Alaska Native</td>
<td>5%</td>
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<td>American Indian/Alaska Native</td>
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<tr>
<td>Asian American/Pacific Islander</td>
<td>10%</td>
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<tr>
<td>Asian American/Pacific Islander</td>
<td>0%</td>
</tr>
<tr>
<td>Biracial</td>
<td>5%</td>
</tr>
<tr>
<td>Biracial</td>
<td>10%</td>
</tr>
</tbody>
</table>

Notes:
From this session, I have learned . . .
Discussion Guide 4 – Participants Handouts

PowerPoint Slides

When are We? Exploring Boundaries of Racial and Ethnic Identity

Objectives
- Identify the concepts of race and ethnicity
- Understand the impact of race and ethnicity on an individual's identity and group membership
- Recognize the role of race and ethnicity in shaping a person's experiences and attitudes
- Reflect on one's own experiences and attitudes related to race and ethnicity

Racism
Relates to cultural factors such as nationality, culture, ancestry, language, and beliefs.

Diversity
Relates to cultural factors such as nationality, culture, ancestry, language, and beliefs.

Group Discussion
- How do you define race and ethnicity?
- How do societal norms and expectations influence one's perception of race and ethnicity?
- What are the implications of race and ethnicity on an individual's identity and group membership?

Example of Disproportionality in CSHN Follow-up System

Group Discussion
- How does the disproportionate representation of certain groups in the CSHN system affect access to services?
- What are the potential solutions to address this issue?

Thank you
Discussion Guide Summary

Participants: Practitioners and service providers working with children, youth and families

Time allocation: 60-90 minutes

Space Requirements: Tables set in U-shape, classroom style or rounds to promote discussion

Description:

Learning Objectives:

At the end of this discussion session participants will be able to:

1. Define what are the social determinants of health, health disparities and health equity
2. Give examples of the impact of social determinants on the populations served
3. Define strategies to improve social determinants for individuals representing racially, ethnically and culturally diverse populations.

Evaluation Procedures: Oral summary, pre-survey, post-survey

Methods: PowerPoint presentation, group discussion, written and oral participant exercises

Supplies Aids and Equipment: PowerPoint, participant handouts, index cards, pen/pencil for each participant

Agenda

Welcome and Setting the Stage

• Participants Introductions
• Objectives
• Pre-test

PowerPoint presentation with discussions and worksheets

• Wrap-up and oral feedback
Discussion Guide: Social Determinants: Implications for Service Delivery

Preparation for the Discussion Session

- Review the Notes to the Facilitator component to get general instructions to plan and prepare for the discussion.
- Review the content for the discussion session to become familiar with the agenda and subject matter.
- Review all resources that are presented in this discussion guide to become familiar with the content.
  You will be better able to prepare to facilitate the discussion.

Discussion content outline

- Use the PowerPoint slides and discussion notes for each slide to facilitate the discussion session.

Slide 1–2: Welcome and Introductions

- Ask participants to introduce themselves (name, role, agency)
- Ask participants just to say one thing that they want to get from this discussion session.

Slide 3: Objective

- State objectives as listed on slide

Discussion: Our health and mental health are affected by many factors. First, they are affected by how well we take care of ourselves and whether we seek help when we need it. Beyond what we have control over, there are many other “conditions” within which we live that also impact our health and mental health. These conditions are impacted by the society we live in, the physical, psychological, political, and economic contexts of the communities we call home. Our health and mental health partially depend on where we live, the economic health of our community, the quality of education in our schools, the safety of our community, and the equity with which our laws, policies, and treatment of each other function.

Many of us are fortunate to live in communities where we can thrive and be healthy, while others live in communities where there are numerous impediments to a healthy life. In the latter communities we have health disparities, health inequity and unhealthy school determinants of health. In this discussion, we will learn about these terms and the importance of the role that service agencies, we as service providers and members of the community, contribute to the health of all community members.

Slide 4: Social determinant of health

Discussion:

- Social determinants of health include adequate supply of food and good nutrition; safe and affordable housing; employment in jobs that sustain us and provide adequate economic resources to live on; social connectedness with supportive people, family and friends; good quality education and educational opportunities; access and availability of affordable quality healthcare; and adequate transportation to be able to take care of our daily needs.
- Social determinants of health maintain and sustain us. When they are missing, of poor quality, or in short supply, we become less healthy.
- Many times, the distribution of social determinants of health affect groups positively or negatively leading to health and other disparities and; ultimately, they determine the length and quality of our lives.
- Effectively determine length and quality of life.
- Are responsible for most national and global health disparities and inequities.
Slide 5: Group Discussion

Ask participants to respond to the questions on the slide.

1. Can you give an example when one or more of these life enhancing resources has led to positive or negative outcomes for the children, youth and families and you serve?

2. What groups do you think are more negatively impacted?

3. What examples do you see in your own work?

Discussion:

- It is projected that individuals from racial/ethnic groups will become the majority of the U.S. population in 2050 (comprising 60% of the population).
- These groups experience worse health; and less access to, and availability of, the social determinants or conditions that support health such as healthy food, good housing, good education, safe neighborhoods, environmentally clean neighborhoods, freedom from racism and other forms of discrimination.
- Health disparities become health inequities when they are a result of systematic and unjust distribution of healthy conditions.

Resources: The following resource will assist the facilitator in guiding the discussion for this session. Review the resource as you prepare for the session. Consider sharing the resource with participants.


Slide 6–7: Health disparities and health equity

Present information on slides to participants

Discussion: Ultimately, our goal is not only good health for ourselves individually, but also for our communities. Therefore, by improving our social determinants of health as communities, we get closer to achieving health equity for ourselves and others in our communities. The next slide will show you a picture contrasting an unhealthy community with a healthy community.
Slide 8: Graphic example of the role of social determinants of health

(Handout 2- Our environment cultivates our communities and our communities nurture our health)

Discussion: Here is a graphic example of the role of social determinants of health. The diseased tree on the left shows a community with a weak root system consisting of discrimination, institutional racism, unemployment, poverty, poor quality schools and other unhealthy social determinants of health, all of which lead to poor health, substance abuse and violence.

The tree on the right depicts a community that has a strong root system, one that has quality housing and education, access to healthcare and jobs, adequate access to food and good nutrition, clean environment (no toxic spills/dumps), along with access to social supports, sense of community and participation, and political influence, all of which increase the health of the community and reduce disease and mental health conditions and lead to healthier lives and longer living. The incidence of poor outcomes (smaller print in the green leaves) is lessened as a result.

- Consider asking participants to provide feedback about the graphic and what it means to them as they think about the communities in which they live work and play.

Slide 9: Community determinants of health

Discussion: Studies across the world have found significant associations between community determinants and over-all health and well-being.

Physical and structural environment examples that are associated with poor physical health, include: Inadequate activity space, little access to recreation facilities, high presence of tobacco smoke, radon, asbestos, mold, rodent infestation, and biological contaminants. Other issues include a sense of safety and security – do community member feel safe? Is there a high rate of violence and crime that impacts daily life and well-being?

Health policies that impact community determinants of health include:

- Policies that include high-quality health programs that integrate comprehensive and culturally competent sets of services,
- Practices that meet the health and safety needs of diverse community members can have positive impacts on health behaviors including the use of drugs and tobacco; they can also improve physical health, and overall functioning.

Health programs and adequate workforce such as:

- Having community health workers and other specialists including mental health specialists available to provide services
- Ensuring that services are accessible, culturally as well as linguistically appropriate (connecting outcomes for better physical and mental health).

Community climate such as:

- Opportunities for engagement with community members,
- Facilitate community member involvement,
- Building of community social capital to facilitate engagement
- Ask participants to think of and share other ideas?
**Slide 10: Group Discussion**

Ask participants to respond to the questions on the slide:

1. What is it like in your community?
2. Do you see both healthy and unhealthy social determinants of health that contribute to the health or lack of health in the community?
3. Give some examples of what contributes positively and what contributes in a negative way.

**Slide 11: Reflections**

- Ask participants to take a few minutes to think about what they learned from the discussion session today.
- Distribute an index card to each participant
- Ask them to write down two (2) actions they will take to address social determinants of health as it applies to their work.

**Slide 12: Wrap-up and Summary**

**Post-test** (Handout 2) - Ask participants to write their response to the following:
From this session I have learned . . .
Our environment cultivate our communities and our communities nurture our health
From this session, I have learned . . .
<table>
<thead>
<tr>
<th>Social Determinants Implications for Service Delivery</th>
<th>Group Discussion</th>
<th>Health Outcomes</th>
<th>Health Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health outcomes are influenced by social determinants of health, such as income, education, and access to healthcare.</td>
<td>Discuss the role of social determinants in shaping health outcomes.</td>
<td>Health equity refers to the distribution of health outcomes within a population.</td>
<td>How can health equity be achieved?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Determinants of Health</th>
<th>Group Discussion</th>
<th>Refinement</th>
<th>Wrap-up and Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify key community determinants of health, such as poverty, discrimination, and social isolation.</td>
<td>Discuss strategies for addressing community determinants of health.</td>
<td>Reflect on the discussion and how it applies to your work.</td>
<td>Thank you.</td>
</tr>
</tbody>
</table>