Developing Culturally Competent Programs and Volunteers

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Participant Introductions

Please Share...

• Your name and
• One tradition or custom you have now or had while growing up.
Today’s Objectives

• Share Alaska CASA’s definition of cultural competence.
• Share Alaska CASA’s journey to develop culturally competent programs and volunteers.
• Introduce a model that you can use to assess where you or your agency is at.
What is culture?

What makes up culture?
The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.

**Surface Culture**
Above sea level
Emotional load: relatively low
- food
- dress
- music
- visual arts
- drama
- crafts
- dance
- literature
- language
- celebrations
- games

**Deep Culture**

- Unspoken Rules
  Partially below sea level
  Emotional load: very high
  - courtesy
  - contextual conversational patterns
  - concept of time
  - personal space
  - rules of conduct
  - facial expressions
  - nonverbal communication
  - body language
  - touching
  - eye contact
  - patterns of handling emotions
  - notions of modesty
  - concept of beauty
  - courtship practices
  - relationships to animals
  - notions of leadership
  - tempo of work
  - concepts of food
  - ideals of childrearing
  - theory of disease
  - social interaction rate
  - nature of friendships
  - tone of voice
  - attitudes toward elders
  - concept of cleanliness
  - notions of adolescence
  - patterns of group decision-making
  - definition of insanity
  - preference for competition or cooperation
  - tolerance of physical pain
  - concept of "self"
  - concept of past and future
  - definition of obscenity
  - attitudes toward dependents
  - problem solving roles in relation to age, sex, class, occupation, kinship, and so forth

- Unconscious Rules
  Completely below sea level
  Emotional load: intense
“Culture is the game of life as you understand and play it.”

~Father Michael Oleksa
Let’s solve a puzzle
CULTURE

BELIEFS

EXPECTATIONS

ATTITUDE

HABITS
Culture is a learned pattern of customs, beliefs, and behaviors, socially acquired and socially transmitted through symbols and widely shared meanings. (NCASA 2002 Training Manual)

Culture can be defined as an organized group of learned responses and ready-made solutions to problems people face and how to live day to day.
Cultural competence is the respectful and effective response by individuals and/or systems to people in a manner that recognizes, affirms, and values their worth (adapted from NASW).
Mission:
To recruit, train, supervise and support quality volunteers who reflect the diversity of Alaska’s population.

Vision:
By 2020, we will have an extensive network of culturally competent CASA volunteers effectively advocating for abuse and neglected children throughout Alaska.
Anchorage CASA

Fairbanks CASA

Juneau CASA

Valley CASA

Kenai Peninsula CASA
   (A partnership between the Kenaitze Indian Tribe and OPA)

YK Delta CASA

Alaska CASA

Office of Public Advocacy

State of Alaska
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>67.5%</td>
</tr>
<tr>
<td>AN/AI</td>
<td>19.6%</td>
</tr>
<tr>
<td>Other</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Population of AK
(2012 census estimate)

Source: www.alaska.gov
In Alaska, on any given day, about 2,100 children are in foster care.
Disproportionality

AK’s Child Population
- Native: 22%
- Non-Native: 78%

Children in Out-of-Home Care
- Native: 62%
- Non-Native: 38%
Disproportionality

Children in Out-of-Home Care
- Non-Native: 38%
- Native: 62%

Active Volunteers
- Non-Native: 88%
- Native: 12%
Examples

• Alaska CASA’s example

• Share with those at your table an example of how culture has impacted a case.
Alaska CASA’s journey

• Inclusiveness and Diversity Plan
• Staff
• Define Cultural Competence
• Evaluate current practices:
  – Recruitment
  – Screening
  – Training
  – Annual Evaluation
Inclusiveness and Diversity Plan

- Requirement of National CASA’s self-assessment process
- Data driven
- Long(er) term planning
- Targeted recruitment
Staff

• KWYA Training/Undoing Racism Workshop
• Training on Alaska Native cultures
• Staff e-bulletin
• Cultural sharing
• Sharing resources
• Grow, Grow, Grow
Defining Cultural Competence

• All speaking the same language
• Able to share with staff and volunteers
• Establish cultural competence as a core proficiency for all volunteers
Evaluating Current Practices

• Recruitment
• Screening
  – Application
  – Interview Questions
  – Reference Form
• Training
  – Pre-Service
  – Continuing Education
• Annual Volunteer Evaluation
Change Model
by Prochaska and DiClemente

Precontemplation
Contemplation
Preparation
Action
Maintenance

Cultural Competence
by McPhatter and Ganaway

Our Road Map
What does a culturally competent advocate look like?

1. Has an awareness of own culture and values.
2. Recognizes cultures, languages, races, ethnic backgrounds, religions, and other diversity factors contribute to an individual’s uniqueness.
3. Recognizes their own personal biases and assumptions, is aware of the implications, and works to challenge them.
What does a culturally competent advocate look like?

4. Has an awareness of, and is open-minded to, differences in communication, worldview, and definitions of family and community.

5. Affirms the worth of an individual, family, and community and acknowledges that their cultural beliefs, customs and practices are valid.

6. Recognizes there is no universal child-rearing practice and affirms that one culture is not superior to others.
What does a culturally competent advocate look like?

7. Seeks knowledge and understanding about the history, traditions, values, and family systems of children and families served.

8. Recognizes ways that culture impacts problem solving, asking for help, healing, etc.

9. Examines the function of power and powerlessness when individuals from different racial and cultural groups interact.
What does a culturally competent advocate look like?

10. Engages in continuous self-assessment in order to examine one’s cultural competence and identify areas of personal and professional growth.

11. Avoids operating off of assumptions by seeking information from an appropriate and knowledgeable source.

12. Adapts interaction and communication to accommodate others in order to promote optimal and effective cross-cultural exchanges resulting in positive outcomes.
Where are you at?  Where are you going?

How do you get there?
We all have a responsibility to provide culturally competent advocates to the children and families that our programs serve.

Thank you!

Please fill out the evaluation:

https://www.surveymonkey.com/s/LHC9GWZ