

# Strength-Based Policy Development

## The Impact on Communities of Color

### **Trainer's Guide**

National Resource Center on Reaching  
Underserved Crime Victims

# Men of Color Expert Working Group

## Overview

The use of the MOC Working Group materials are intended to create discussion on the trauma and victimization of men and boys of color and ways to better serve them. It's important to remember your goal is to get people to talk about trauma, victimization, and healing as opposed to debating how the problem is perpetuated. The information in this presentation may be new to a lot of people or extremely basic to others. In mixed groups of both, the conversation that happens among the audience provides for the best type of learning. But this can also mean conflict. While conflict is not a bad thing, and can lead to learning, facilitators must be skilled at managing it.

## Learning Objectives

- To understand the resiliency of boys and men of color
- To understand cultural humility and cultural resiliency
- To recognize how institutions play a role in social change

## Goals

The goal of this presentation is to shift thinking from deficit-based programming to strengths- based programming. Practitioners working with boys and men of color are often looking to offer

services that address identified needs, and in that manner, they identify gaps in skills, knowledge, or capacity that they seek to fill. When we start from a strengths-based approach, instead, practitioners identify skill, knowledge, or capacity in the person they're serving, as opposed to the person's deficits, and in doing so, works with the individual to build upon their strengths.

## **Duration of Training**

This training can be from 1 hour to 1.5 hours. The facilitator can choose how long activities will take and if they want to present all slides.

## **Intended Audience**

- Practitioners working with boys and men of color
- Boys and men of color

## **Essential Knowledge of Strength-based practice**

Strength-based practice is a social work practice theory that emphasizes people's self- determination and strengths. It is a philosophy and a way of viewing clients as resourceful and resilient in the face of adversity by focusing on the capacity, skills, knowledge, connections and potential in individuals and communities. Strength-based approaches do not ignore challenges or barriers like an addiction problem or mental health

issue but they also don't spin them into strengths. The approach acknowledges those issues, but doesn't limit the person based on those deficits rather it accounts for the whole person and other areas that can help offset those problem areas by focusing on what the person wants to achieve versus what problem brought them to your service in the first place. The intent of working with individuals and communities through a strength-based lens strives to improve many aspects of a person's life such as: quality of life, employment, and health. Additionally, a strength-based approach promotes positive views of individuals and diverts focus away from blame or judgement. This can help destigmatize certain groups when applied within a trauma-informed organization and may increase positive political attention and social support. In this way practitioners are not paternalizing their client base, rather they are working in partnership with them and helping people to do things for themselves. In this way, individuals are guiding and producing the support they receive, rather than being passive consumers of the support.

Identifying and recognizing individual strengths is a step that's important in this process. In this presentation, we will use a tool and group activity to help gain practice and experience looking at strengths and challenges in individuals. We all have natural skills and abilities and it's best to work with them versus spending time and effort working on skills that will take an extraordinary

amount of time to change or obtain. If someone is not a good writer, but they have great interpersonal skills it makes more sense for them to make contact through face-to-face interactions versus through writing, which may require unnecessary time spent laboring over developing writing skills. Sometimes a practitioner may point out skills that the individual may not recognize as a skill so working with individuals to define goals and strengths becomes a process of exchange and exploration until the goals are met.

Culture does not determine behavior, but affords group members a repertoire of ideas and possible actions, providing the framework through which they understand themselves, their environment, and their experiences. Culture is a complex set of relationships, responses, and interpretations that must be understood, not as a body of discrete traits, but as an integrated system of orientations and practices generated within a specific socioeconomic context. Culture is ever changing and it is not possible to predict the beliefs and behaviors of individuals based on their race, ethnicity, or national origin. In its zeal to encourage respect for cultural difference, the cultural competency movement has sometimes lost sight of these important features of the concept of culture. Instead it has too often represented culture as a decontextualized set of traits providing a template for the perceptions and behaviors of group members.

This presentation will focus on Cultural Humility and the understanding that one cannot be an expert or “competent” on a culture other than their own. One must be humble and commit to a lifelong process of self-reflection and self-critique to develop a respectful partnership with each person and understand each one’s priorities, goals, and capacities. Institutions must have these practices as well. This session ends with an activity that examines areas of cultural competency for institutions so participants can use the tool to help their respective organizations reflect upon their ability to honor diversity.

## **Bibliography**

Andani, Shamir. "Why culture matters for children's development and wellbeing" Shamir Andani, 2015 [kidsmatter.edu.au](http://kidsmatter.edu.au).

Belfield, Lisa D. "Cultural Diversity in the United States – Purdue Global." Purdue Global, Purdue University Global, 13 Dec. 2018, [www.purdueglobal.edu/blog/social-behavioral-sciences/what-is-cultural-diversity/](http://www.purdueglobal.edu/blog/social-behavioral-sciences/what-is-cultural-diversity/).

Burk, Connie, et al. "King County Youth of Color Needs Assessment: The Experiences Strengths and Needs of Homeless and Unstably Housed Youth of Color." May 2017.

Cooper, Shaun. "Moving Beyond Assumptions: Using Strength-Based Assessment To Reduce Disproportionate Minority Contact." Occasional Paper of the Wayne County Juvenile Assessment Center. Juvenile Assessment Center.

"Improving Cultural Competence." SAMHSA Publications, store.samhsa.gov/product/TIP-59- Improving-Cultural-Competence/SMA15-4849.

Okeke-Adeyanju, Ndidi, et al. "Celebrating the Strengths of Black Youth: Increasing Self- Esteem and Implications for Prevention." The Journal of Primary Prevention, U.S. National Library of Medicine, Oct. 2014, [www.ncbi.nlm.nih.gov/pmc/articles/PMC4152398/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4152398/).

Planer, Niels. "Social Structure and Culture in the Study of Race and Urban Poverty A Critical Analysis of Issues, Evidence and Policy Perspectives in Contemporary American Sociology" 2018.

Sicinski, Adam, "How to Critically Assess Your Personal Strengths and Weaknesses" IQ Matrix, <https://blog.iqmatrix.com/strengths>

## **PRESENTER WALK-THROUGH**

**Material:** video, computer with LCD projector and screen or TV and DVD player, chart paper, markers, loose leaf paper to distribute

### **Welcome and introductions:**

When getting started naturally you want to get everyone's attention before you welcome them and thank them for coming. Briefly state who you are and your connection with addressing trauma. Then ask each person to introduce themselves. If it's a smaller group you can add an introduction question, i.e. "State your name and what interested you about this presentation?" or one of the alternative questions:

### **Alternative questions:**

- What's your definition of a strength-based practice?
- What are challenges for people of color when seeking help from institutions?
- Why should institutions employ a strength-based approach?

### **Overview:**

You may read the following overview or paraphrase it using your own words to describe what will cover today.

"The goal of this presentation is to shift thinking from deficit-based programming to strengths- based programming. When we come into contact with practitioners who work with boys and men of color, they generally present a limited menu of options to serve boys and men of color or sometimes they themselves have limited knowledge and understanding of communities outside their own. In this presentation, we will cover the strength-based model, explore cultural resiliency factors, and examine institutional readiness to be a strength-based organization working with communities of color."

# Strength Based Policy Development

This presentation was produced by the **Vera Institute of Justice** under Award # 2016-XV-GX-K015, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this presentation are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.



# Workshop objective

- To understand the resiliency on boys and men of color
- To understand cultural humility and cultural resiliency
- To recognize how institutions play a pivotal role in social change



2

It's preferred if the audience is seated roundtable class room style, but both work. There will be activities in which they will break off into groups of 4-6.

# Assessing personal strengths

- Understanding your strengths and weaknesses can be of tremendous value for your life and career
- Knowing your strengths will, for instance, help you to become more resourceful during difficult moments of your life
- It will help you focus on the right things in an optimal way



3

When you clearly understand what your strengths are you will derive the following benefits:

- You will naturally focus on the right things that have the biggest impact on your life.
- You will save time by focusing on things that will bring you the greatest returns.
- You become more resourceful and therefore make better decisions every single day.
- You put yourself in a position to raise your standards and therefore improve your results.

- You can contribute more value to others and to the world around you.
- You will naturally improve your levels of self-confidence because all of a sudden there is more certainty in your life.

## Assessing personal strengths (2)

- Your strengths are found in the things that seem easy to learn and easy to do
- These strengths can be behaviors, characteristics, inherent talents, learned knowledge, and transferable skills
- They can be areas developed through effort (such as education or personal study such as martial arts) where you are proficient and can perform tasks and activities higher than most people

## Activity: assessing personal strengths (3)

- What are my strongest character attributes?
- What strengths have assisted me most?
- What would [person's name] say are my greatest strengths?
- What qualities could I not do without?
- What do I do especially well?
- What seems easy to learn and easy to do?
- What indispensable knowledge do I have? How is this a strength?



5

## Activity: assessing personal strengths (4)

- What activities was I drawn to when I was a child?
- What skills have I learned rapidly and mastered quickly?
- What skills, abilities, and/or qualities account for my greatest successes?
- What activities do I get completely immersed in?
- Where do I have the ability to be outstanding?
- What part of my job do I do better than other people?
- What behaviors have shaped my strengths?



6

This is the first activity in the presentation. It's meant to get the audience members to reflect on their own strengths. The idea is that most of the time we start with a deficit-based thinking: what are my weaknesses? Where are my gaps? Instead, we want to identify individual strengths and skills, and work from there. The facilitator will go through the list of questions one-by-one, and each individual will answer privately and then share answers in a group debrief during the following slide.

# Small group debrief

- What did you learn about yourself?
  - Were there any surprises?
  - Did this affirm what you already knew about yourself?



7

The audience will break out into debrief about their own personal strengths. What did they learn about themselves? What did they already know about themselves?

The facilitator will then reconvene the group and ask for comments.

# Personal challenges

There are three main reasons why you have challenges:

- Lack of experience; misguided in some way; and limiting beliefs.
- Alternatively, they can also stem from a lack of resources, a lack of support, or a lack of self-discipline.



8

This is where we want to look at why people have challenges. Often times, the challenges individuals face are because of experience, misguidance, or a limited set of beliefs they operate from.

Communities often face challenges due to lack of resources around them: good schools, efficient transportation system, etc. It also stems from a person's own self-discipline. Individuals lacking self-discipline don't have good examples to follow or are privileged to such a degree they don't need to do anything for themselves.

# Assessing personal challenges

- Understanding your challenges will allow you to turn challenges into strengths
- Best use of your time by focusing on the things that will bring you the highest returns, essentially comes down to concentrating on your strengths
- Don't ignore your challenges. It's really about the best use of your time, energy and effort – so you don't waste time and resources on areas if there is little worth or value in the long-run

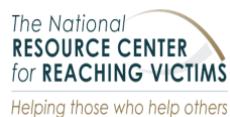


9

Ultimately we want to think about challenges so that we can look to those who have the skills we lack and partner up with them in a fruitful way. We want people to use their best skills, and be aware of their own deficits to be able to seek opportunities for collaboration, partnerships, and allies.

## Activity: assessing personal challenges

- What is preventing me from living the life I desire to live?
- What have I personally struggled with over the years?
- What has prevented me from performing at my very best?
- What seem to be my character flaws?
- What learned behaviors are letting me down?
- What limiting beliefs are preventing me from moving forward?
- How could these limiting beliefs be connected to my character flaws?
- In what areas do I lack the knowledge I need to get ahead?



10

(5-10 minutes)

The facilitator will go through each question. Everyone in the audience should answer each question privately, without overthinking them. When finished, audience should break out into groups of 4-6 to discuss.

## Activity: turning challenges to strengths

- How could I best overcome my personal limitations?
- Who could potentially assist me in this area of my life?
- What resources and knowledge might I need to acquire?
- What experience might I need to gain?
- How can I potentially use my strengths to overcome my challenges?
- What potential opportunities can be found within my challenges?
- How could my challenges become strengths in a different context?



11

Remind the audience that as they work through these questions it's important to keep in mind that even though they might have a weakness in a certain area, this doesn't necessarily mean that it's an actual limitation or that it should stop them in any way.

## Activity: Challenges as an Actual Limitation

- How have I managed challenges in the past?
- How can I minimize challenges in the present?
- How can I better manage challenges in the future?



12

(10 to 15 minutes)

In the small groups of 4-6, each audience member should have the opportunity to discuss with the group these questions.

Now we look at strengths. challenges, and now they are looking at strengths. These questions should be answered privately and no more than five of the questions should be answered. No debrief at the end.

# Use a strengths-focused perspective

Potential strengths-oriented questions include:

You have accomplished a lot in dealing with your trauma, what accomplishments give you the most pride?

- What would you say are your strengths?
- How do you manage your stress today?
- What behaviors have helped you survive your traumatic experiences (during and afterward)?



13

## Use a strengths-focused perspective (2)

- What are some of the creative ways that you deal with painful feelings?
- Since surviving trauma, what characteristics have helped you manage these experiences in your life?
- If we were to ask someone in your life, who knew your history and experience with trauma, to name two positive characteristics that help you survive, what would they be?



*Helping those who help others*

14

## Use a strengths-focused perspective (3)

- What coping tools have you learned from your \_\_\_\_\_ (fill in: cultural history, spiritual practices, athletic pursuits, etc.)?
- How do you gain support today? (Possible answers include family, friends, activities, coaches, counselors, other supports, etc.)
- What does recovery look like for you?
- Imagine a group of people are standing behind you showing you support. Who would be standing there? It doesn't matter how briefly, or when they showed up, or whether or not they are currently in your life or alive.



15

This is where we bring together everything we've looked at so far (i.e. personal strengths and challenges) so we can begin to build connections, goals, and visions for ourselves. Individuals should envision where they want to be so they can get to where they want to be.

Questions audience should think about: What do I want? What are my goals? What are the resources and relationships around me?

# Six standards for a strengths-based approach

1. Goal orientation: It is crucial and vital for the person to set goals
2. Strengths assessment: The person finds, and assesses their strengths and inherent resources
3. Resources from the environment: Resources could be individuals, associations, institutions, or groups

## Six standards for a strengths-based approach (2)

4. Different methods are used first for different situations: clients will determine goals first and then strengths
5. The relationship is hope-inducing: By finding strengths and linking to connections
6. Meaningful choice: Each person is the expert on their life, the practitioner helps make informed decisions.

# Why Culture Matters



18

Here we turn to culture. There exists the mainstream idea that everyone becomes assimilated in this country as part of the large melting pot. While it may be easier for some to assimilate and conform, it isn't the reality for others, their cultural identity is integral to who they are as a person and a people.

# What is culture?

- The values, norms, and traditions that affect how individuals of a particular group perceive, think, interact, behave and make judgments about their world.
- There are large cultural groups (race, religion), small groups (office culture, sports fans), then there are sub-cultures (vegans, goth)



19

These are general definitions of culture. Get people to think about large and small cultural groups.

## In my culture:

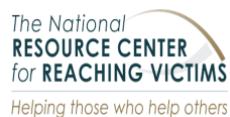
- I was told I can be anything I want when I grew up and I believed it
- I see many examples of people like me on TV, in entertainment, in professional jobs, or in Government
- People like me are often shown to be heroes and leaders
- My religious practice encourages the spread of our beliefs onto others so they can be help spiritually
- I believe I can try any religion I choose



20

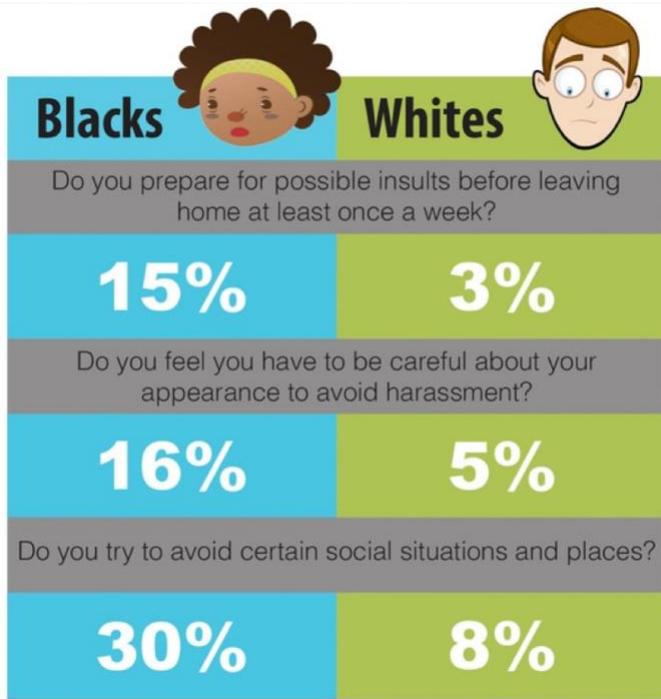
## In my culture: (continued)

- Spirituality and religion are the same
- The criminal justice system is there to help me
- I get approached by other people not of my culture asking if they can touch my hair
- I can go through life being myself and not be worried of how I represent my cultural association with others
- Most of the people in my family have attended college



21

If it's a large diverse group of people, go and have audience members raise their hands in response to each one. The objective is to look at how different people answer. It shows the difference between white mainstream culture versus people of color. If it's a smaller predominantly single culture group, you will have a different conversation about this. Still ask people to raise hands and answer.



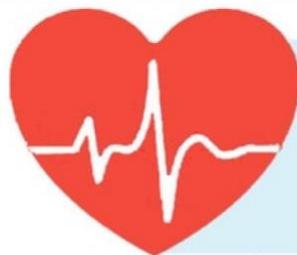
- Do you prepare for possible insults before leaving home at least once a week?
- Do you feel you have to be careful about your appearance to avoid harassment?
- Do you try to avoid certain social situations and places?

The National  
RESOURCE CENTER  
for REACHING VICTIMS  
*Helping those who help others*

22

Ask the audience why they think there is such a dramatic difference in responses between blacks and whites.

# Hypervigilance



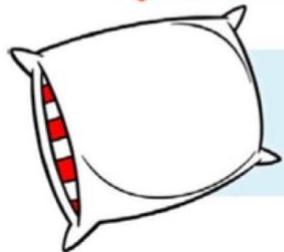
**At the highest levels of hypervigilance:**

**55%**

of Black adults  
have hypertension

**20%**

of White adults  
have hypertension



**15%**

Black adults reported more  
hypervigilance-related  
sleep problems than White adults.

The National  
RESOURCE CENTER  
for REACHING VICTIMS  
*Helping those who help others*

23

Black Americans are the group most likely to have hypertension, hypervigilance, and insomnia. Hypertension and insomnia both contribute to heart disease risk.

# Cultural humility

- We can never be competent in a culture outside of our own.
- Understanding the need to be a life-long learner
- Fix power imbalances
- Be a good guest - it's an ongoing process, shaped by every encounter we have with every person, as long as we maintain an open mind and heart



24

Having cultural humility is important. Not one person of color is the same as another person of color. Within cultures and subcultures they are unique individuals who have their own values, beliefs, and worldviews.

Cultural humility: To have cultural humility is to understand that you cannot be competent in another person's culture. You need to approach someone from other cultures as having something to learn from them.

# Cultural Competence & Humility

	Cultural Competence	Cultural Humility
<b>Goals</b>	To build an understanding of minority cultures to better and more appropriately provide services	To encourage personal reflection and growth around culture in order to increase service providers' awareness
<b>Values</b>	Knowledge Training	Introspection Co-learning

## Cultural Competence & Humility (2)

	Cultural Competence	Cultural Humility
<b>Short- comings</b>	<p>Enforces the idea that there can be 'competence' in a culture other than one's own.</p> <p>Supports the myth that cultures are monolithic.</p> <p>Based upon academic Knowledge rather than lived experience.</p> <p>Believes professionals can be "certified" in culture.</p>	<p>Challenging for professionals to grasp the idea of learning with and from clients.</p> <p>No end result, which those in academia and medical fields can struggle with.</p>
<b>Strengths</b>	<p>Allows for people to strive to obtain a goal.</p> <p>Promotes skill building.</p>	<p>Encourages lifelong learning with no end goal - appreciation of the journey of growth and understanding.</p> <p>Puts professionals and clients in a mutually beneficial relationship and attempts to diminish damaging power dynamics.</p>

26

## Goals for working with male victims

- There are four main goals for working with male victims
  - They are not all-inclusive
  - First step on the journey to knowledge

# Goal 1 for working with male victims

1. Create a trusting relationship with the survivor by acknowledging his distinct cultural identity.
  - Identity, history, and culture and what it means for safety and justice
  - Can rely heavily on family/community experience

## Goal 2 for working with male victims

2. Create a system of support through partnerships with programs that specialize in serving communities of color or have a dominant portion of staff who are people of color.

- Some of the highest rates of victimizations from multiple sources (in home, by strangers, by institutions)
- High number of cases unreported due to lack of services and/or trust of services



29

If an organization is run by and serves white people, and if they have shortcomings on being experts on working with people of color, they should not hire a single person of color to take on that community, instead they should build meaningful partnerships with those who work with people of color.

## Goal 3 for working with male victims

3. Gain knowledge about the historical roots of violence in communities of color

- Colonization
- Slavery
- Boarding Schools
- Segregation
- Jurisdiction



30

Knowledge about the historical roots of violence in communities of color needs to be built into how institutions train their staff. It's also important to recognize that these things don't guide people of color in their daily life, rather their lives have been shaped by them.

## Goal 4 for working with male victims

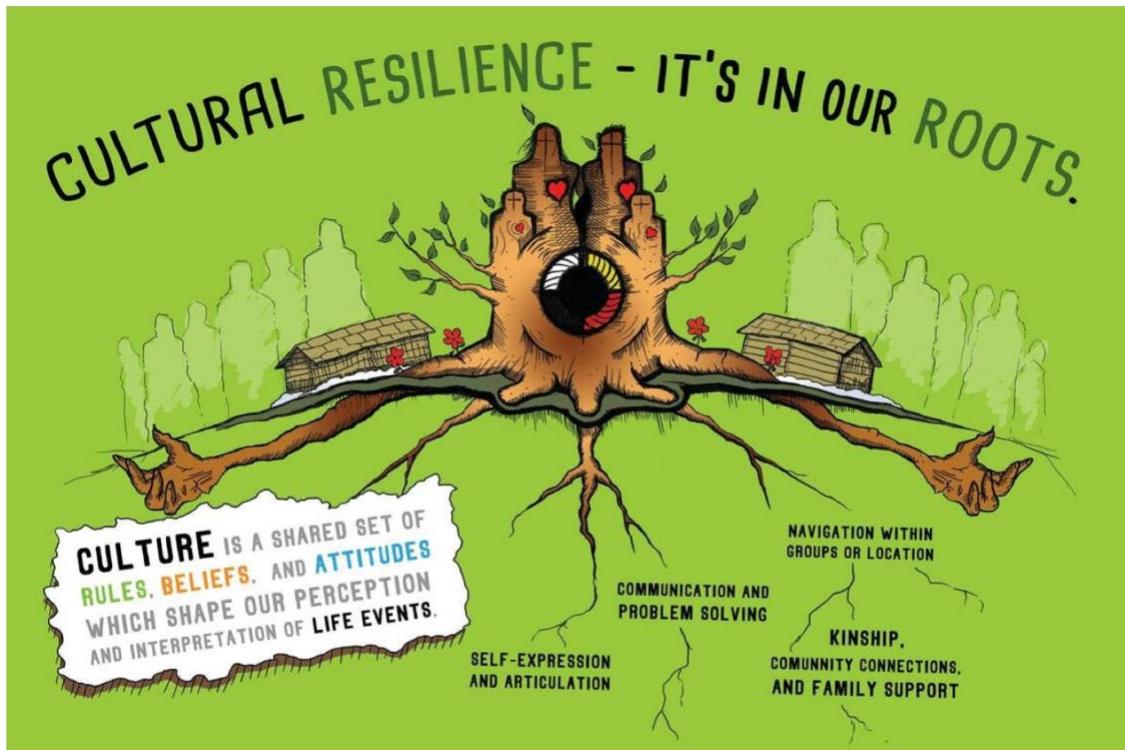
4. Become informed about self-determination and what this means for the safety of boys and men of color.

- Institutional policies and practices
- Support his ability to govern his own life



31

Definitions of self- determination: (1) free choice of one's own acts or states without external compulsion. (2) determination by the people of a territorial unit of their own future political status.



Sacred Hoop Coalition  
202 W. 2nd Street  
Duluth, MN 55802

Website: [mshoop.org](http://mshoop.org)  
Phone: 218-623-HOOP  
Toll Free: (888)-305-1650

This project is supported by Grant No. 2015-IL-00011, awarded by the Office for Victims of Crime, U.S. Dept. of Justice. Points of view in this document are those of the authors and do not necessarily represent the position or policies of the U.S. Dept. of Justice.

32

A strength of communities of color is resilience.

Definition: the capacity to recover quickly from difficulties.

# Cultural resiliency

- Self-expression and articulation
- Communication and problem solving
- Navigation within groups or location
- Kindship, community connections and family support



33

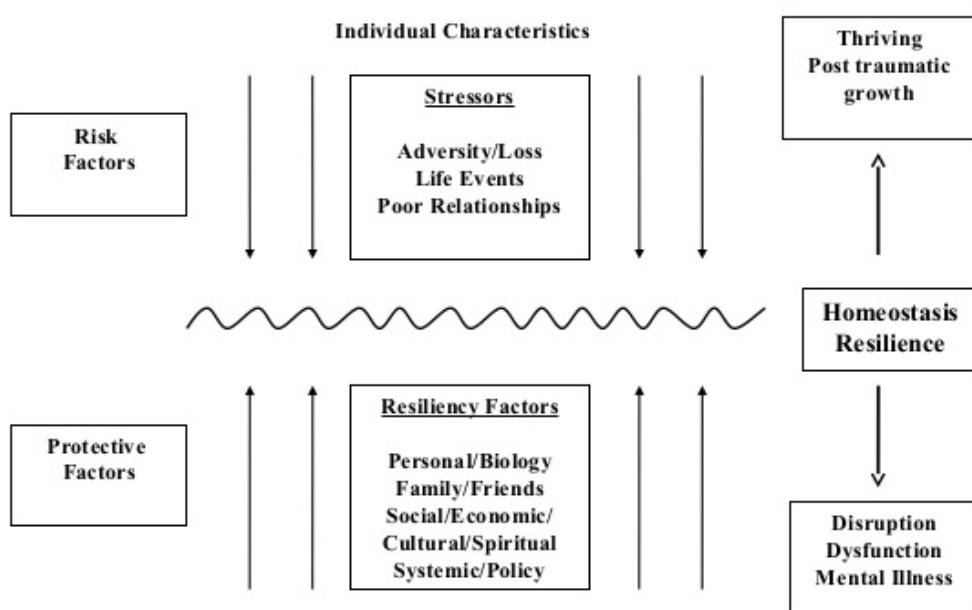
Self-expression and articulation: People of color have a unique identity in the way they talk, act, behave, and demonstrate publicly.

Communication and problem solving: When you work with multiple diverse groups of people, you know how to solve different problems and communicate with different groups.

People of color navigate different groups and locations often; they are more comfortable with being in uncomfortable environments and jumping into and out of other groups is usual.

Kinship: Connections with family and support keep one from feeling isolated and alone.

## RESILIENCE MODEL



Adapted by Stewart from Richardson and Waite (2002)

7  
34

The Resilience Model shows peoples Risk Factors and Protective Factors which work in unison to create balance so people aren't living in a reactionary state and can manage stressors.

When you are resilient you have a strong sense of identity. If you receive a racial slur, it isn't as destructive because of your own awareness and information.

# Institutional Practice



35

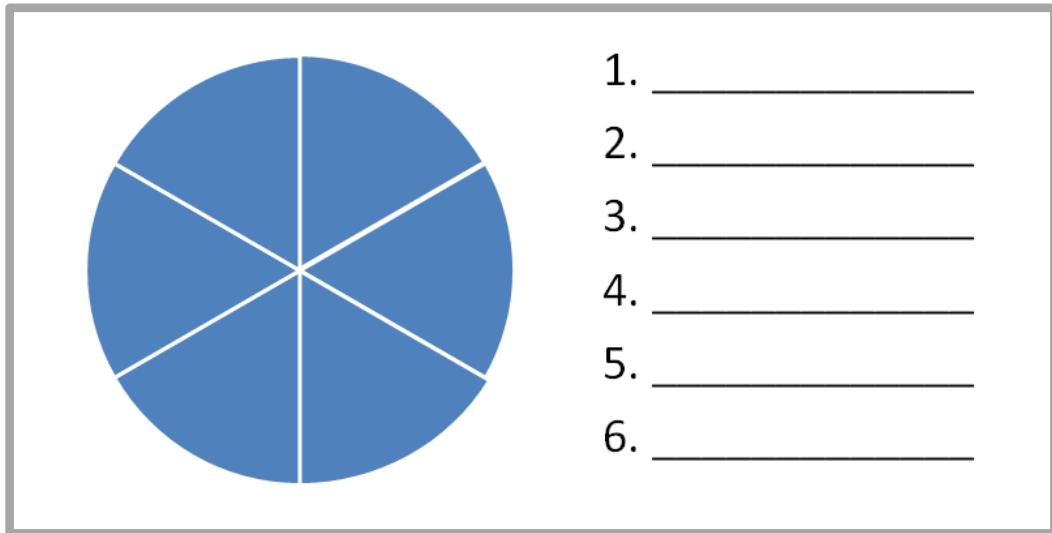
# Assessing Capacity and Readiness

---

## Institutional Practices



# Wagon Wheel Activity



37

## Activity

Pass out a sheet of paper to each individual and have them draw a circle and three lines going across it to make the wagon wheel.

There will be six pieces to the wagon wheel.

Everyone, on their own sheet of paper, will list six things that are important to them in their life, in no particular order.

## Example



38

For each of the six things everyone wrote, they will rate them between 1 and 10. how much time they spend on them each day; 10 being the most amount of time. Then, to visually display this on the wagon wheel, they'll treat each line like a 1-10 scale, the outer part being 10. Then they will connect the dots to demonstrate how balanced they are.

## *Small Group Discussion*

- What kind of shape do you have?
- If this were a wheel how well would it roll?
- What do you need in order to create some balance?



39

Start a conversation with the entire group asking these questions.

# Cultural Competency Survey

1. You or others in your program know the varied histories, countries of origin, and experiences of People of Color in your area
2. Your organization overall know and understand your varied histories, countries of origin, and experiences People of Color in your area?
3. Your organization challenges staff and consultants on perceptions or misconceptions of People of Color?

# Cultural Competency Survey, continued

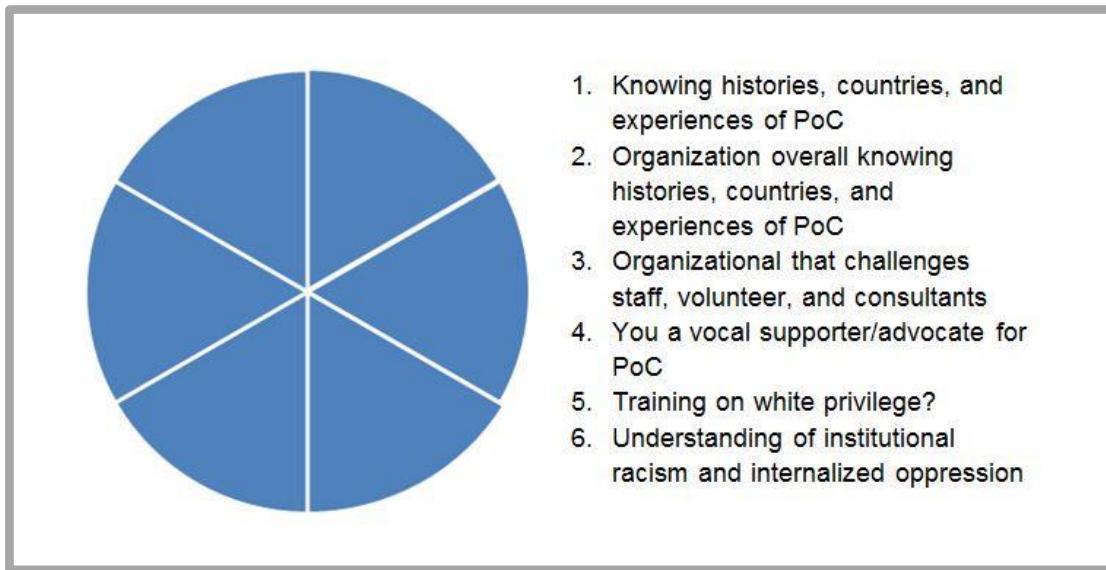
4. You are a vocal supporter for People of Color when prejudice/racism is targeted at a specific community?
5. Your Caucasian staff receives training/support on white privilege?
6. You have a collective organizational understanding of institutional racism and internalized oppression and how it affects People of Color?



41

These are six elements around cultural competency. Using the wagon wheel model again, have everyone re-do the exercise using these six elements instead of six personal items. When doing the exercise, they should be thinking of their organization.

## Wagon Wheel – Round 2



The National  
RESOURCE CENTER  
for REACHING VICTIMS  
*Helping those who help others*

42

It should look like this (Wagon Wheel Round 2, slide 42).

## *Small Group Discussion 2*

- How balanced is your organization?
- What are you're your organization's strengths?
- What are you're organization's weaknesses?
- What policy shifts need to occur?



43

When everyone is finished, have a group discussion with the questions listed on this slide.

# Essential elements for cultural humility in your organization

1. Valuing diversity
2. Having the capacity for cultural self-assessment
3. Being conscious of the dynamics inherent when cultures interact
4. Having institutionalized culture knowledge
5. Having developed adaptations to service delivery reflecting an understanding of cultural diversity



44

# Essential elements for cultural humility in your organization (2)

These five elements should be manifested at every level of an organization:

1. Policy making (administrative and practice)
2. Attitudes
3. Structures
4. Procedures
5. Services of the organization



45

If you are seeking a shorter presentation, you can end on this slide (Humility in Your Organization (2), slide 45).

# Rating capacity and readiness

- Philosophy
- Compliance
- Public representation
- Information, knowledge and application
- Partnerships and Alliances
- Learning or teaching environment



46

Here we begin thinking more thoroughly about the capacity of organizations to be culturally competent. We know the six elements of cultural competency form the cultural competency survey, and this section will give more depth about an organization by looking at each of the different dimensions of cultural competency.

Explaining the cultural competency dimensions of proficiency matrix:

- Philosophy

- Compliance
- Public representation
- Information, knowledge, and application
- Partnerships and alliances

The dimensions of proficiency is using a scale rating to assess the areas of an organization on implementing and practices of cultural competency. When examining your organization or a partner organization you first look at the philosophy of the organization either in mission or policy. If the language is absent then there would be a low rating, if it is part of the mission and described very well, they would have a high rating. Next, discussion the history of the organization with members of the board of directors, staff, and allied organizations, and organizations that primarily serve people of color, you will get a sense of the level of compliance with the philosophy. Next you look at the public representation and how the organization presents itself via media, physical presentation at events (rallies, social events, community awareness events like health fairs, etc.). When looking at information, knowledge, and application you rate how well they demonstrate their knowledge and integrate or link their issues with issues concerning people of color. Speaking out only when a tragedy happens like a police

shooting an unarmed black youth is certainly better than staying silent but it's still a significantly lower rating compared to predominantly white organization using their power and status in the community to take on issues like white privilege, so programs do not have to deal with the backlash when they bring up the issue. Additionally, when they work in partnership to take on a big issue like that they are working with, consulting, or involving programs for people of color in the process so inadvertently causing more harm than good. Partnerships also include how often they show up into places where Black, Native, Asian, and Latino people are versus just expecting these programs to always travel to their meetings and participate in their projects.

# Scale for rating: Capacity

<b>0</b>	<b>Unaware /Insufficient knowledge</b>	<b>Not knowing much about the issues</b>
1-3	Minimal knowledge	Have a little bit of understanding of yet will need more assistance in understanding core concepts
4-5	Basic knowledge	Have a basic understanding of concepts but have not yet reached consistent proficiency



47

## Scale for rating: Capacity (2)

6-7	Proficient knowledge	Has solid understanding of the issues and can apply their understanding independently and consistently
8-9	Advanced knowledge	Has advanced knowledge, skills and abilities that are applied in many other social contexts
10	Competent	Can fully articulate the issues and engage in many other social issues – at times persuading others



48

This is the scale one can use to rate the six elements of cultural competency within each organization.

## Example of threshold scales: Beginner

- Clinics should be trauma-informed in attitude, educational materials, policies, and the built environment.
- Clinics should offer a private and safe environment that does not leave patients feeling vulnerable, exposed, or re-traumatized. This may include privacy curtains, appropriate gowns, private weighing/vital sign collecting areas.
- Clinic practices involving billing, late patients, and "no shows" should be trauma-informed.

## Example of threshold scales: Intermediate

- Intakes and assessments of trauma in clinic should be focused as much as possible so the child/family does not have to repeat their story to multiple health care providers which may be traumatizing.
- Clinics can participate in programs such as Promoting First Relationships, Bright Beginnings, and Reach out and Read that promote parental confidence and competence and increase parental knowledge about development.



50

## Example of threshold scales: Advanced

- Clinic staff should be trained in trauma-informed de-escalation practices
- Clinics should promote family empowerment through shared clinical decision-making, program development, and solicitation and feedback.
- Clinics should strive to overcome barriers to health literacy such as culture, language, and overall literacy.



51

These are the expectations of each stage of growth for organizations.

# Defining thresholds

- Each dimension contains a five point rating system that you will need to define incorporating your specific organizational practices
- Reflecting back on strengths and challenges your org may not be strong in one area, and may never be, so how to balance that is important
- Revisit the plan often, acknowledge and celebrate success, and reassess periodically (annually or grant cycles)



52

# Threshold Dimensions: Philosophy

Threshold	Dimension
<b>Advanced knowledge:</b> Demonstrate sophisticated application in new contexts	Visionary –applies philosophy in new ways
<b>Proficient knowledge</b> Demonstrate and apply skills consistently	Respects and values philosophy Inclusive and community-driven
<b>Basic Knowledge:</b> Demonstrates skills inconsistently	Responsive, deliberative and commitment to serve

53

## Threshold Dimensions: Philosophy (2)

Threshold	Dimension
<b>Minimal knowledge</b> Limited skills and require significant assistance	Reactive--Rubber stamp
<b>Unaware /Insufficient knowledge</b> No evidence of knowing about the issues	Hostile, non-responsive



54

This is how we measure philosophy.

# Threshold Dimensions: Compliance

Threshold	Dimension
<b>Advanced knowledge:</b> Demonstrate sophisticated application in new contexts	Applies compliancy to other social issues
<b>Proficient knowledge:</b> Demonstrate and apply skills consistently	Fully integrated into person and professional life
<b>Basic knowledge:</b> Demonstrates skills inconsistently	Compliant, explains need for compliancy

55

## Threshold Dimensions: Compliance (2)

Threshold	Dimension
<b>Minimal knowledge:</b> Limited skills and require significant assistance	Inconsistent, but knows they should
<b>Unaware/Insufficient knowledge:</b> No evidence of knowing about the issues	Indifferent



56

This is how we measure compliance.

## Threshold Dimensions: Public Representation

Threshold	Dimension
<b>Advanced knowledge:</b> Demonstrate sophisticated application in new contexts	Continuous and comprehensive
<b>Proficient knowledge:</b> Demonstrate and apply skills consistently	Inclusive and clear
<b>Basic knowledge:</b> Demonstrates skills inconsistently	Basic and consistent

57

## Threshold Dimensions: Public Representation (2)

Threshold	Dimension
<b>Minimal knowledge:</b> Limited skills and require significant assistance	Episodic and insufficient
<b>Unaware /Insufficient knowledge:</b> No evidence of knowing about the issues	Nonproductive or disruptive



58

This is how we measure public representation.

# Threshold Dimensions: Public Information, Knowledge, & Application

Threshold	Dimension
<b>Advanced knowledge</b> Demonstrate sophisticated application in new contexts	Multi-functional –intelligent
<b>Proficient knowledge</b> Demonstrate and apply skills consistently	Comprehensive and integrated
<b>Basic knowledge</b> Demonstrates skills inconsistently	Functional, current, used, and useful

59

## Threshold Dimensions: Public Information, Knowledge, & Application (2)

Threshold	Dimension
<b>Minimal knowledge</b> Limited skills and require significant assistance	Reactive – uses in response to question or event
<b>Unaware /Insufficient knowledge</b> No evidence of knowing about the issues	Inaccurate, unavailable, non-existent



60

This is how we measure Information, Knowledge, and Application.

## Threshold Dimensions: Partnerships & Alliances

Threshold	Dimension
<b>Advanced knowledge</b> Demonstrate sophisticated application in new contexts	Entrepreneurial, proactive, seeks opportunities
<b>Proficient knowledge</b> Demonstrate and apply skills consistently	Cooperative
<b>Basic knowledge</b> Demonstrates skills inconsistently	Willing

61

## Threshold Dimensions: Partnerships & Alliances (2)

Threshold	Dimension
<b>Minimal knowledge</b> Limited skills and require significant assistance	Disinterested
<b>Unaware /Insufficient knowledge</b> No evidence of knowing about the issues	Combative / turfy



62

This is how we measure partnerships and alliances.

## Threshold Dimensions: Learning or Teaching Environment

Threshold	Dimension
<b>Advanced knowledge</b> Demonstrate sophisticated application in new contexts	Participatory and Empowering
<b>Proficient knowledge</b> Demonstrate and apply skills consistently	Consultative
<b>Basic knowledge</b> Demonstrates skills inconsistently	Supportive

63

## Threshold Dimensions: Learning or Teaching Environment (2)

Threshold	Dimension
<b>Minimal knowledge</b> Limited skills and require significant assistance	Inconsistent
<b>Unaware /Insufficient knowledge</b> No evidence of knowing about the issues	Participants not valued



64

This is how we measure learning or teaching environment.

# Conclusion

- Comments?
- Questions?