

**GUIDO CALDARAZZO  
CULTURAL CONSORTIUM**

**2010**

# **Asset Champions for Cultural Proficiency**

*“Our Mission, Values & Guiding Principles:  
Celebrating Our Diverse Community”*





## Guido Caldarazzo Cultural Consortium

### Great Things are Happening Here!

June, 2010

Dear Community Members:

The Guido Caldarazzo Cultural Consortium is one of four consortia working in Marion County to support, companion and actively work to ensure that our children and families are empowered to achieve the healthiest and best quality of life that is available to them. Our community has been growing and changing. We are becoming more diverse each and every day and we want to ensure that we learn as much as we can from one another. To build trust, foster understanding and instill hope for all our children as the future of our community. This is compelling and dynamic work and we do it together with many partners. For the last two and half years, we have been hard at work supporting one another and building relationships as we develop the rationale and best practice methodology to support our diverse and culturally rich community. We are excited about the impact we are having and the journey we still have on the horizon.

To that end, we provide our mission and bring forward the rationale of working in a culturally proficient manner in the National Center for Cultural Competence (NCCC) and their published "Guiding Values and Principles." It is our desire to work with cutting edge methods that will provide us the firm foundation with which to base our efforts. As such, we adopted the NCCC Values and Guiding Principles as the foundation to our consortium's rationale. We believe that it represents the scope and depth that is required to be *Culturally Proficient Asset Champions* for our community. Our children and families deserve the best. We serve as leaders to inspire others to support our stated goals and efforts in the area of education, strengthening families and their children, offering county-wide cultural proficiency support/recommendations and building healthy, positive and prosperous relationships.

We hope that you will agree with us that this language reflects the values and principles that we would like to see practiced across our community. Thank you for your gift of time, support, and action to make Marion County the very best community for all!

Yours in Service,

*Luz M. Rivera, MA, LPC*

Luz M. Rivera, MA, LPC  
Chairperson

## Who Are We?



### **Marion County Children & Families Commission**

The Marion County Children & Families Commission is a 38-member commission appointed by the Marion County Board of Commissioners. We are committed to breaking barriers, building capacity, and responding to community needs to maximize the life success of every child in Marion County.

#### ***Our Vision***

***A community where...***

***everyone is committed to the well-being of children; families are nurtured; all community members are healthy; diversity is honored; people live and work together, encouraging and supporting one another.***

#### ***Our Mission***

***To bring together community efforts and resources to ensure an equal opportunity for all children and families in Marion County to attain their full potential.***

***We are community-powered change.***

#### ***Our Coalitions***

**Great Beginnings Consortium  
Family Systems Investment Consortium  
Youth Consortium  
Guido Caldarazzo Cultural Consortium**

# Guido Caldarazzo Cultural Consortium

## Great Things are Happening Here!

### *Our Vision*

To foster a community in which children, youth and families of all colors and cultures become empowered to reach their full potential. To provide a forum where particular attention may be given to those members of our communities who are experiencing the greatest barriers to success. Activities will include identifying barriers and challenges, mapping assets and strengths in the community, and taking concrete actions to effectively address barriers and build greatest resiliency and capacity. Promoting communication and respect will be keys to success.

### *Our Mission*

To work collaboratively to facilitate a range of culturally competent social services for children, youth and families of Marion County, and provide policy advice to the Marion County Children and Families Commission.

***Guido Caldarazzo***  
***Salem Keizer School District***  
***Educator***





## The National Center for Cultural Competence



### **Cultural Competence: Definition and Conceptual Framework**

Cultural competence requires that organizations:

- have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
- incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. (adapted from [Cross et al., 1989](#))



### **Culturally Competent Guiding Values & Principles**

#### **Organizational**

- Systems and organizations must sanction, and in some cases mandate the incorporation of cultural knowledge into policy making, infrastructure and practice.
- Cultural competence embraces the principles of equal access and non-discriminatory practices in service delivery.

#### **Practice & Service Design**

- Cultural competence is achieved by identifying and understanding the needs and help-seeking behaviors of individuals and families.
- Culturally competent organizations design and implement services that are tailored or matched to the unique needs of individuals, children, families, organizations and communities served.
- Practice is driven in service delivery systems by client preferred choices, not by culturally blind or culturally free interventions.
- Culturally competent organizations have a service delivery model that recognizes mental health as an integral and inseparable aspect of primary health care.

### Community Engagement

- Cultural competence extends the concept of self-determination to the community.
- Cultural competence involves working in conjunction with natural, informal support and helping networks within culturally diverse communities (e.g. neighborhood, civic and advocacy associations; local/neighborhood merchants and alliance groups; ethnic, social, and religious organizations; and spiritual leaders and healers).
- Communities determine their own needs.
- Community members are full partners in decision making.
- Communities should economically benefit from collaboration.
- Community engagement should result in the reciprocal transfer of knowledge and skills among all collaborators and partners.

### Family & Consumers

- Family is defined differently by different cultures.
- Family as defined by each culture is usually the primary system of support and preferred intervention.
- Family/consumers are the ultimate decision makers for services and supports for their children and/or themselves.



### Linguistic Competence: Definition

The capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, individuals with disabilities, those who are blind or experience visual impairment and those who are deaf or hard of hearing. Linguistic competency requires organizational and provider capacity to respond effectively to the health and mental health literacy needs of populations served. The organization must have policy, structures, practices, procedures, and dedicated resources to support this capacity.

Goode & Jones (modified 2009). National Center for Cultural Competence, Georgetown University Center for Child & Human Development.



### Guiding Values and Principles for Language Access

- Services and supports are delivered in the preferred language and/or mode of delivery of the population served.
- Written materials are translated, adapted, and/or provided in alternative formats based on the needs and preferences of the populations served.
- Interpretation and translation services comply with all relevant Federal, state, and local mandates governing language access.
- Consumers are engaged in evaluation of language access and other communication services to ensure for quality and satisfaction.

### ***40 Developmental Assets® for Adolescents (ages 12-18)***

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

## **External Assets**

### **Support**

- 1. Family support**—Family life provides high levels of love and support.
- 2. Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- 3. Other adult relationships**—Young person receives support from three or more nonparent adults.
- 4. Caring neighborhood**—Young person experiences caring neighbors.
- 5. Caring school climate**—School provides a caring, encouraging environment.
- 6. Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

### **Empowerment**

- 7. Community values youth**—Young person perceives that adults in the community value youth.
- 8. Youth as resources**—Young people are given useful roles in the community.
- 9. Service to others**—Young person serves in the community one hour or more per week.
- 10. Safety**—Young person feels safe at home, school, and in the neighborhood.

### **Boundaries & Expectations**

- 11. Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
- 12. School Boundaries**—School provides clear rules and consequences.
- 13. Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
- 14. Adult role models**—Parent(s) and other adults model positive, responsible behavior.
- 15. Positive peer influence**—Young person's best friends model responsible behavior.
- 16. High expectations**—Both parent(s) and teachers encourage the young person to do well.

### **Constructive Use of Time**

- 17. Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- 18. Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- 19. Religious community**—Young person spends one or more hours per week in activities in a religious institution.
- 20. Time at home**—Young person is out with friends “with nothing special to do” two or fewer nights per week.

## Internal Assets

### Commitment to Learning

- 21. **Achievement Motivation**—Young person is motivated to do well in school.
- 22. **School Engagement**—Young person is actively engaged in learning.
- 23. **Homework**—Young person reports doing at least one hour of homework every school day.
- 24. **Bonding to school**—Young person cares about her or his school.
- 25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

### Positive Values

- 26. **Caring**—Young person places high value on helping other people.
- 27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
- 28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
- 29. **Honesty**—Young person “tells the truth even when it is not easy.”
- 30. **Responsibility**—Young person accepts and takes personal responsibility.
- 31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

### Social Competencies

- 32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
- 33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
- 34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
- 36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

### Positive Identity

- 37. **Personal power**—Young person feels he or she has control over “things that happen to me.”
- 38. **Self-esteem**—Young person reports having a high self-esteem.
- 39. **Sense of purpose**—Young person reports that “my life has a purpose.”
- 40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

## **40 Elementos Fundamentales del Desarrollo**

El Instituto Search ha identificado las siguientes bases esenciales para un desarrollo sano para ayudar a los jóvenes a crecer sanos, interesados en el bienestar común y a ser responsables.

### **Elementos Fundamentales Externos**

#### **Apoyo**

- 1. Apoyo familiar**—La vida familiar brinda altos niveles de amor y apoyo.
- 2. Comunicación familiar positiva**—El (La) joven y sus padres se comunican positivamente. Los jóvenes están dispuestos a buscar consejo y consuelo en sus padres.
- 3. Otras relaciones con adultos**—Además de sus padres, los jóvenes reciben apoyo de tres o más personas adultas que no son sus padres.
- 4. Una comunidad comprometida**—El (La) joven experimenta el interés de sus vecinos por su bienestar.
- 5. Un plantel educativo que se interesa por el (la) joven**—La escuela proporciona un ambiente que anima y se preocupa por la juventud.
- 6. La participación de los padres en las actividades escolares**—Los padres participan activamente ayudando a los jóvenes a tener éxito en la escuela.

#### **Fortalecimiento**

- 7. La comunidad valora a la juventud**—El (La) joven percibe que los adultos en la comunidad valoran a la juventud.
- 8. La juventud como un recurso**—Los jóvenes toman un papel útil en la comunidad.
- 9. Servicio a los demás**—La gente joven participa brindando servicios a su comunidad una hora o más a la semana.
- 10. Seguridad**—Los jóvenes se sienten seguros en casa, en la escuela, y en el vecindario.

#### **Limites y Expectativas**

- 11. Límites familiares**—La familia tiene reglas y consecuencias bien claras, además vigila las actividades de los jóvenes.
- 12. Límites escolares**—En la escuela proporcionan reglas y consecuencias bien claras.
- 13. Límites vecinales**—Los vecinos asumen la responsabilidad de vigilar el comportamiento de los jóvenes.
- 14. El comportamiento de los adultos como ejemplo**—Los padres y otros adultos tienen un comportamiento positivo y responsable.
- 15. Compañeros como influencia positiva**—Los mejores amigos del (la) joven son un buen ejemplo de comportamiento responsable.

#### **Uso Constructivo Del Tiempo**

- 16. Altas expectativas**—Ambos padres y maestros motivan a los jóvenes para que tengan éxito.
- 17. Actividades creativas**—Los jóvenes pasan tres horas o más a la semana en lecciones de música, teatro u otras artes.
- 18. Programas juveniles**— Los jóvenes pasan tres horas o más a la semana practicando algún deporte, o en organizaciones en la escuela o de la comunidad.
- 19. Comunidad religiosa**—Los jóvenes pasan una hora o más a la semana en actividades organizadas por alguna institución religiosa.
- 20. Tiempo en la casa**—Los jóvenes conviven con sus amigos “sin nada especial que hacer” dos noches o menos por semana.

## Elementos Fundamentales Internos

### Compromiso Hacia el Aprendizaje

21. **Motivación por sus logros**—El (La) joven es motivado(a) para que salga bien en la escuela.
22. **Compromiso hacia la escuela**—El (La) joven participa activamente en el aprendizaje.
23. **Tarea**—El (La) joven afirma hacer tarea escolar por lo menos durante una hora cada día de clases.
24. **Preocuparse por la escuela**—Al (A la) joven le importa su escuela.
25. **Leer por placer**—El (La) joven lee por placer tres horas o más por semana.

### Valores Positivos

26. **Preocuparse por los demás**—El (La) joven valora ayudar a los demás.
27. **Igualdad y justicia social**—Para el (la) joven tiene mucho valor el promover la igualdad y el reducir el hambre y la pobreza.
28. **Integridad**—El (La) joven actúa con convicción y defiende sus creencias.
29. **Honestidad**—El (La) joven “dice la verdad aún cuando esto no sea fácil”.
30. **Responsabilidad**—El (La) joven acepta y toma responsabilidad por su persona.
31. **Abstinencia**—El (La) joven cree que es importante no estar activo(a) sexualmente, ni usar alcohol u otras drogas.

### Capacidad Social

32. **Planeación y toma de decisiones**—El (La) joven sabe cómo planear y hacer elecciones.
33. **Capacidad interpersonal**—El (La) joven tiene empatía, es sensible y hábil para hacer amistades.
34. **Capacidad cultural**—El (La) joven tiene conocimiento de y sabe convivir con gente de diferente marco cultural, racial o étnico.
35. **Habilidad de resistencia**—El (La) joven puede resistir la presión negativa de los compañeros así como las situaciones peligrosas.
36. **Solución pacífica de conflictos**—El (La) joven busca resolver los conflictos sin violencia.

### Identidad Positiva

37. **Poder personal**—El (La) joven siente que él o ella tiene el control de “las cosas que le suceden”.
38. **Autoestima**—El (La) joven afirma tener una alta autoestima.
39. **Sentido de propósito**—El (La) joven afirma que “mi vida tiene un propósito”.
40. **Visión positiva del futuro personal**—El (La) joven es optimista sobre su futuro mismo.

Esta tabla se puede reproducir solamente para uso educativo, no comercial. En la página de Internet [www.search-institute.org](http://www.search-institute.org) puede encontrar ésta y más información sobre los elementos fundamentales para niños de 0 a 11 años. Derechos reservados © 1998, 2006 por el Instituto Search, 800-888-7828. Los datos son extraídos de encuestas a casi 150,000 estudiantes de los grados 6° al 12° (edades aproximadamente de 11-18 años) en escuelas públicas y alternativas de los Estados Unidos.

## Seven Habits of Culturally Competent Asset Builders

Individuals and organizations that link assets and cultural competence will become transformed by the experience. So what will distinguish these asset-building champions? What behaviors exemplify or go into building cultural competence? The seven habits of culturally competent asset-building champions serve as reminders of the work that lies ahead.

1. Name and honor your own cultural heritage.
2. Embrace and honor the diversity of others.
3. Connect assets and culture often.
4. Speak of your own asset-building efforts through a cultural lens.
5. Include diverse perspectives in conversations that silently assume that one size fits all.
6. Be ready to learn by challenging one's own assumptions about other people.
7. Reflect on the journey.

Just as asset builders are learning to reach out and connect with youth, culturally competent individuals are learning to engage and connect with people of different ethnic and cultural backgrounds. The process is similar and the results are equally as profound. Asset builders who make a conscious effort to give their support to a son or daughter are engaging in behavior similar to a culturally competent individual who asks a person to share the story of her or his cultural background. A combination of these efforts begins to build the relationships that can transform our social fabric and allow us to not only reduce violence but also to increase those building blocks that all young people need to succeed.

Maria Guajardo-Lucero, Ph.D., 2002  
*“Creating Communities of Strength:  
Positive Youth development is Prevention”*