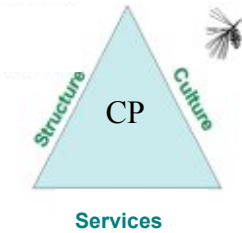


The Cultural Proficiency Framework



- Equitable Access
- Equitable Opportunities
- Equitable Learning
- Equitable Outcomes

CULTURAL PROFICIENCY—WHAT IS IT?

- It's **PERSONAL**
 - It is an inside-out approach and a model for change;
 - It is about being intentional about how we react to those different from us;
 - It is a mind set; a way of being; a paradigm shift for some;
- It's **ORGANIZATIONAL**
 - It is the use of specific tools for effectively *assessing* our progress and *describing*, and *planning* for the changes we want to make;
 - It is the policies and practices at the organizational level, and values and behaviors of the leader that enable effective cross cultural interactions among service providers, families, and community partners.

Personal Values, Beliefs, Behaviors, and

CULTURAL PROFICIENCY—THE FOUR TOOLS

Cultural Proficiency—Guiding Principles

The Guidelines are the *core values*—the assumptive foundation upon which cultural proficiency is built.

- Culture is a predominant force; you cannot NOT be influenced by culture.
- People have group and individual identities.
- There is diversity within and between cultures.
- Unique cultural needs are respected.
- **People are served in varying degrees by the dominant culture.**

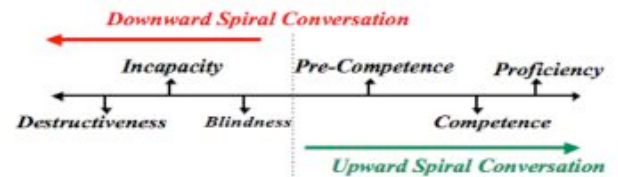
Cultural Proficiency—5 Essential Elements

The Essential Elements set the *standards* that guide our behavior.

- Name the differences: **Value** diversity.
- Claim differences: **Assess** your own cultural membership and status and that of others.
- Reframe the differences: **Manage** the dynamics of difference and cultural conflict.
- * Change because of differences: **Adapt** to diversity.
- Train, teach and model new behaviors in all you do: **Institutionalize** cultural knowledge.

Cultural Proficiency—Continuum of Practice

Six points along the Cultural Proficiency Continuum indicate unique ways of perceiving and responding to differences.



Cultural Proficiency—Understanding the Dynamics of Difference

- The presumption of entitlement and unearned privilege;
- Systems of oppression and privilege, perpetuating the domination/victimization of individuals and groups;
- Unawareness of the need to adapt;
- Resistance to change, not recognizing need to change/adapt, and believing only others need to adapt to you.

HOW TO GET THERE:

Five Domains of Professional Learning Communities—(Hord, 1997)

- Shared values and vision for..... culturally proficient practices;
- Supportive and shared leadership..... for equitable access, opportunity and outcomes;
- Collective data analysis, learning and application....to improve services and outcomes for underserved clients;
- Shared personal and professional practice;
- Supportive organizational conditions, which result in powerful learning and applications and which lead to closing service and outcome gaps.

Adapted by S. Graham from Jungwirth, L., Lindsey, R.B., & Pahl, J. 2010