

Cultural Relevancy & Responsiveness Quality Standards & Youth Program Quality Measurement Questions

SOWA YPQA FORM B (interview): aligned with CC&R Guiding Principle and Standards

Quality programs respect and are responsive to the diversity of program participants, their families, and community.

- 1) The program provides an inclusive, welcoming, and respectful environment for all children, youth, and families.
 - a) How does your organization try to make the program accessible to all youth and their families?
- 2) The program creates policies to ensure a safe atmosphere for children and youth to explore their own identity, including cultural beliefs and practices.
 - a) How do you ensure that your staff is culturally competent? What policies address or build cultural competence for your staff?
- 3) The program provides all staff with ongoing practical tools and training for cultural competency and promoting professional self-awareness about power, privilege, and equity issues that impact youth in line with * Washington State Core Competencies.
 - a) What resources are available to support initial and ongoing training for personnel to develop cultural competence?
- 4) The program recruits, hires, and develops qualified staff who reflect the diversity and culture(s) of the community served.
 - a) To what extent do the staff reflect the diversity and culture(s) of the community served?
- 5) Staff know and understand cultures of participating youth in their programs and are responsive to individual youth needs, recognizing their special interests, feelings, abilities, and cultures.
 - a) How does your knowledge and understanding of youth's cultures impact your programming?
- 6) Youth are encouraged to express their own cultural identity in the program.
 - a) How are youth encouraged to speak or share about their family culture?
- 7) Youth have intentional opportunities to explore, share, and celebrate each other's heritage and culture in their program.
 - a) What opportunities are youth offered to speak about and learn more about their family culture? How often do they have these opportunities?

YPQA FORM A (observation)

Emotional Safety: Psychological and emotional safety is promoted.

- 1) Emotional Climate
 - a) Is predominantly negative; negative behaviors are not mediated by youth or staff
 - b) Is neutral or characterized by both positive and negative behaviors
 - c) Is predominantly positive. Any playful negative behaviors (not considered offensive by parties involved) are mediated by youth or staff.
- 2) Evidence of Bias
 - a) Comments or slurs intended to hurt someone who is present explicitly indicate religious, ethnic, class, gender, ability, appearance or sexual orientation bias(es).
 - b) There is evidence, but comments are not directed at anyone present.
 - c) There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance or sexual orientation.

WA CORE COMPETENCIES FOR CHILD & YOUTH DEVELOPMENT PROFESSIONALS

Content Area IX Cultural Competency & Responsiveness

http://www.schoolsoutwashington.org/1299_200/CoreCompetencies.htm

Level 1

- A. Develops awareness of own cultural beliefs and practices.
- B. Willingly seeks new knowledge regarding cultural beliefs and practices.
- C. Demonstrates genuine caring and respect for individual children and youth.
- D. Demonstrates fairness and consistency when interacting with children and youth.
- E. Follows program guidelines that include respect and use of non-discriminatory language.
- F. Provides an inclusive, welcoming, and respectful environment for all children, youth, and families.

Level 2

- A. Values cultural differences that may affect the ways in which children and youth express individual creativity.
- B. Provides opportunities for families to share cultural backgrounds, beliefs, and practices.
- C. Identifies culturally specific organizations as resources for staff and community.
- D. Creates a safe environment for children and youth to explore their own identities, including cultural beliefs and practices.
- E. Uses material that demonstrates acceptance of all races, ethnicities, genders, cultures, families, languages, and physical and developmental abilities.
- F. Demonstrates awareness of and sensitivity to different cultural values and expectations.
- G. Familiar with a variety of world cultures, along with associated music, art, literature and trends.
- H. Integrates international content, issues and perspectives into program plans, events and activities.

Level 3

- A. Continuously deepens own understanding of privilege and oppression.
- B. Thinks critically about culturally complex situations and engages in dialogue about privilege and oppression.
- C. Continuously increases own understanding of different cultural groups, including one's own cultural identities, beliefs, practices, and biases.
- D. Recognizes cultural and environmental factors and the effects those factors may have on behavior and development.
- E. Partners effectively with all families by developing reciprocal relationships to support healthy development of children and youth.
- F. Creates an environment where individual children and youth take pride in their cultural identities, beliefs, and practices, and value those of their peers.
- G. Designs learning opportunities that are reflective of the cultures in the community and exposes children and youth to the community's cultural diversity.
- H. Builds relationships with culturally specific organizations and other relevant community partners.

Level 4

- A. Possesses and utilizes skills to challenge oppressive behavior, assumptions, and stereotypes as they surface among children and youth and within the organization.
- B. Develops understanding of own role and empathy for the struggle of others in creating system change.
- C. Understands how privilege and oppression impact interactions with children, youth, families, and communities.
- D. Identifies and addresses factors that create feelings of exclusion among children and youth.
- E. Engages children, youth, families, and staff in genuine ways and integrates their perspectives into organizational decision-making.
- F. Advocates for social equity and serves as an example and mentor to other staff regarding cultural competency.
- G. Continuously analyzes organizational culture, policies, and procedures, and implements changes that foster more equitable and culturally relevant and responsive practices.

Level 5

- A. Continually seeks new knowledge and approaches related to inclusion, culture, and equity.
- B. Partners with children, youth, and families to support them as advocates, decision makers, and leaders.
- C. Advocates for ongoing training and deepened analysis of systems related to equity, privilege, and oppression for all staff and program participants.
- D. Involves oneself in collaborative action and advocacy strategies that transform local and national systems towards social equity.