Overcoming Racial Bias in Prevention

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This document is open to suggestions for editing to those who are reading.
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360 Youth Services provides life changing services through substance use prevention education, counseling, & housing.
360 Youth Services Values: Affirming, Authentic, Compassionate, Empowering, Inclusive, and Respectful

Introduction

Discussions about cultural competence; diverse and equitable prevention communications and programming; and whether the content we share is relatable to all youth and families in our community is often the starting point of important conversation. Substance use issues affect all communities. A lack of representation in substance use prevention messaging, because your community culture is not the targeted majority, means you don't receive the same support. Not seeing yourself reflected in public health communication is painful. Research has found that underrepresented groups experience harmful behavioral and other health outcomes compared with their nonminority counterparts. To recognize culture as a protective factor that supports community resilience means we need to identify, educate and disseminate strength-based approaches and cultural resources. Culture is prevention.

When we as a Prevention Team committed to regular, intentional conversations about these challenges, we decided to research the guidelines for overcoming racial bias in this field. What were the suggestions for building a communication culture in prevention that welcomed and developed the language representative of diverse backgrounds, experiences, abilities, and ideas? We didn't find them. Few evidence-based, culturally grounded prevention programs exist. Research cites a lack of guidelines, training, and experience with cultural minority clients among prevention service providers (Chu 2017; Okamoto 2014). Recognizing this disparity, the Substance Abuse and Mental Health Services Administration (SAMHSA) encourages increasing cultural competency of substance abuse prevention programming. As a team, we began to piece together equitable ideas that spelled out the guidance we believed in. It became this document, *Overcoming Racial Bias in Prevention.* Readers will learn about:

- Values, visions and goal statements that help establish a workplace cultural climate focused on inclusive habits and interactions in all areas of an organization
- Prevention strategies, including recommendations from SAMHSA, to improve outreach and communication with underrepresented, marginalized and vulnerable populations
- Practices that improve cultural competence with the intention to reduce behavioral health disparities among underrepresented, marginalized and vulnerable populations
- Specific prevention guidelines that can be adapted by most organizations, broad strategies for ongoing growth, and aspirations for next steps toward expanding cultural competency

It's been said that realizing you can do better shouldn't be shameful. It's what you do next that matters. We humbly offer these guidelines in the hopes they contribute to what is ongoing inclusion, equity and diversity in your prevention projects. Please feel free to copy or adapt these guidelines, and to tell us what is missing or falling short. We value understanding its shortcomings. As its authors, we will prioritize making updates as they are received and considered. So go ahead, share your ideas and insights with us. Let's all rise to the occasion. Together, we are making a prevention world better at serving all youth.

-The 360 Youth Services Prevention Team

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Guiding Principle: We recognize that inclusion, diversity, and racial equity are public health issues. As a health promotion and prevention driven team, we believe achieving health equity provides everyone the opportunity to be as healthy as possible.

Guiding Vision: Our vision is a community of youth who equally access the opportunity to attain and maintain the highest level of physical, behavioral, social and emotional health, safety and wellness as possible. A community in which abundant personal, family, school and community protective factors work together to provide support and reduce the risk of substance use.

Guiding Goal: Our goal is to maintain an ever-evolving Team that works with our substance use prevention stakeholders to model a healthy, inclusive, and equitable culture, which is intentionally reflected in all aspects of prevention collaboration and programming.

Guiding Values

"Race is an American risk factor. Race is systemically implied as a risk factor in much of the research we value in prevention work."

- Val Thomas-Matson, *Advancing Early Achievement in Young Children of Color*

Embracing Different Cultures Within Our Universal Population: Systemic racism is a risk factor for substance use. We intentionally affirm anti-racism and anti-oppression values. We value the embracing of different cultures. We foster outreach and engagement with community cultural groups, institutions and diverse leaders. We promote health and prevention within the universal population we serve. We are guided by the latest local and Illinois Youth Survey data, school and community partners, youth in 360 programs and schools, and local parent diversity groups to inform us about the diversity within the population we serve.

Our clients are the 25,000 sixth-twelfth graders and their parents in the prevention service area. 48% are students of diverse racial/ethnic backgrounds, totaling 11,887 youth 12-18 years old. (Data provided below.)

Big Picture: In working to overcome racial bias, we are also working to reduce stigma associated with race and ethnicity and overcome any bias – conscious or unconscious - toward any group, culture or subculture.

Educate Ourselves and Our Collaborative Partners: Language, ideas and priorities around inclusion, anti-oppression and racial equity are evolving. We strive to continually educate ourselves so we can communicate, plan, and make changes to our programs or services to reach and serve the community more effectively. We reach out to diverse partnerships to help us grow our awareness of resources to further our goals, and to share in supporting our partners in their goals.

Create Space for Growth: We are committed to developing and maintaining proactive and safe space to grow within the Prevention Team, as well as Snowball, Youth Advisory, Youth Prevention Education, POC HS & Middle School campaigns and the Alliance partners. Mindful of the wealth of cultural experience and wisdom students, parents, youth and adult volunteers, partners and collaborators bring, we will practice active listening, purposeful discussion to

increase understanding, thoughtful addressing of issues and intentional decision making, always with the goal of moving forward to live up to our values of inclusion and equity more effectively in all aspects of prevention.

Work Together: We all have biases and limits to our perceptions. As a result, no single person can see or consider everything. As prevention teams, we work together to ensure that our messaging, communications, and program activities are equitable, affirming, and effective in serving all our target population. From a place of cultural humility, we consult one another regularly and accept feedback as valid when it comes to potential bias.

SAMHSA's *Tips for Ensuring a Culturally Competent Collaboration* recommends exploring some opportunities for presentations and meetings:

- make sure that all printed, digital, and audiovisual materials reflect the culture, preferred language, and background of the populations they are meant to serve
- connect with culturally relevant organizations to be outreach ambassadors
- invite a member from the community to co-present.

Consult Others: As a team, we recognize that we may have our own limitations in perception. When necessary, we request guidance from the Culture Team or Leadership Team.

Revisit: This plan will be revisited quarterly and revised as needed to ensure that it remains relevant and responsive to the diversity of cultures that we serve and to continually reevaluate our progress and identify areas for needed growth.

Specific Guidelines for Prevention Strategies

Health Promotion, Youth Centered Messaging & Meetings: We seek to ensure that we are fair and equitable in content and delivery, mindful to reach out to youth populations of diverse cultures. This includes providing easy access to information. We seek to tailor programs and practices to fit all communities. When possible, we champion protective factors for students (positive identity, leadership, belief in the future, empowerment), for families (bonding, attachment, and support for one another); for community (exposure to data-driven and evidence-based prevention strategies); for school partners (prosocial involvement, educators who care).

SAMHSA's *Improving Cultural Competence* summarizes culturally competent communication guidelines with seven tips:

1. Frame issues in culturally relevant ways.
2. Allow for complexity of issues based on cultural context.
3. Make allowances for variations in the use of personal space.
4. Be respectful of culturally specific meanings of touch (for example, hugging).
5. Explore culturally based experiences of power and powerlessness.
6. Adjust communication styles to the client's culture.
7. Interpret emotional expressions in light of the client's culture.

The population we currently serve is local 6th-12th graders and their parents (guardians and trusted adults). The focus of messaging is on optimal health during this time of important brain development, and as a minor secondary message, school and community rules and laws that restrict use or sales to those under 21. We focus on youth, their health, and the healthy choices they can make at this time in their lives. We do not use terms like good or bad or put any other moral label on behavior. We guard our language carefully about how we speak of youth who use a substance and/or those with a substance use disorder, to lessen stigma, and reduce the barriers people feel in seeking help.

We talk about healthy coping for youth and what that can look like. In the classroom, when we get to the sessions related to substances, we ask students not to share substance use personal stories in a public classroom setting. This is not the time or place for personal use stories about self, friends, or family, whether use is culturally relevant, legal or illegal. Self-disclosing or disclosing about friends or family members in class may not be in their best interest. Instead, we encourage students to talk directly with us (360 classroom presenter or classroom teacher), or other trusted adult(s) if they have personal questions, are looking to develop healthier ways to cope, or if they have concerns about their use, or are concerned or impacted by someone else's use. There is a level of trust that develops in a ten-week curriculum that is less present in one-time sessions. Yet in all cases we stress the importance of reaching out for support, and if someone cannot help, to keep reaching out until you find a trusted adult or trusted resource who can.

In confidential Snowball small groups teens may disclose concern for self, friends and/or family members substance use. We ask teens not to use names. Processing and support is focused on how the student is impacted and their needs. Follow-up support and resources are made available.

We are careful to focus on youth use, knowing that students may come from homes and cultures where adult use of some substances is the norm. We do not question or paint adult/parental use in a positive or negative light and are respectful of our student's parents and culture. We listen for the student's expression of impact and interpretation of lived experience of their use or someone else's use to determine support/resources offered.

Representation: In communications, we are intentional in representing a diverse cross-section of visual representation of the population we serve, balancing race, gender expression, gender identity, orientation, ability, and socio-economic experience. We assess our projects and ask ourselves how they are representative, inclusive, contextually appropriate for underrepresented populations versus dominant voices and narratives. We redesign as needed, seeking out tools to help us embrace multifaceted cultural experiences of families, resulting in equitable representation. We are mindful when working on a project representing a culture different than our own to reflect on how missteps are likely to be made without care and input. Cultural competence is necessary for the continuum of care within prevention, intervention, treatment, and recovery to be effective.

"Treatment for alcohol and other drug misuse have conventionally followed a non-Indigenous approach and have proven to be less effective and even harmful to Indigenous peoples."

– Jessica Liddell, 2017

Like treatment, prevention, if done incorrectly, can do more harm than good. We carefully consider how marginalized groups are represented in the photos and their relationship to the messages we are sharing. We use stock photos in communication campaigns and PSAs. For youth leadership programs, we obtain photo releases before using youth images to promote programs or opportunities.

Language: In selecting inclusive language when referring to youth and families, we draw from and consult different sources including the 360 Youth Services diversity practices, diversity trainings, youth and parents, school, and community partners, and utilize the state-wide Operation Snowball, Department of Human Services Substance Use Prevention Program and nation-wide Community Anti-Drug Coalitions of America groupsites to get additional feedback if needed. We use "people first" and people centered language, always putting the person before any identity. For example, a person with a substance use disorder. We use the identifiers that people choose for themselves, mirroring how the person describes themselves, as long as to do so is respectful. Fine for someone to refer to themselves as an addict, or queer, etc., we would not use those words. We recognize that as language changes and becomes more inclusive, we will strive to ensure that ours is as current and as inclusive as possible.

We realize cultural bias is embedded in language. We nurture the ability to reflect on how our identity and social status influence the words and messages chosen in communicating. We think through the implications of our creations before we release them into the world. Encouraging our Team to see what is possibly biased helps us to revise if needed to produce communications that are more equitable.

Accessibility: 360 uses a "meet people where they are at" approach for communications and public health messaging; utilizing our websites, social media channels, print, radio, tv, and targeted digital media to communicate with youth, parents, and other members of our community. We use a variety of methods to collect feedback regarding materials including formal/informal youth focus groups, online surveys, committee meetings with parents and other community adults. We intentionally seek feedback from members of diverse populations in our community.

In SAMHSA's toolkit, *Increasing Cultural Competence to Reduce Behavioral Health Disparities,* the National Culturally and Linguistically Appropriate Services (CLAS) Standards includes the four below on communication and language assistance:

1. Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services.
2. Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.
3. Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.
4. Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.

With the current limited resources in prevention, we will collaborate with community partners to increase accessibility using these standards whenever possible.

We will work to learn more about how to keep our messages accessible to those with varying abilities including language, age, hearing and vision. For example, when posting on Facebook, our graphics will be paired with a written message that can be accessed by sight-impaired readers. We will learn more about easy-to-read fonts that are dyslexic friendly, in high contrast colors. Some materials are made available in Spanish.

Checking communication materials for literacy levels is recommended. For all populations, aiming for 5th grade literacy to the community increases comprehension and inclusivity. Programs such as Word allow content to be checked if at 5th grader to college level. For more information on how to check readability in Microsoft Word following follow this link: https://support.microsoft.com/en-us/office/get-your-document-s-readability-and-level-statistics-85b4969e-e80a-4777-8dd3-f7fc3c8b3fd2

Review Procedures: PSAs, presentations and other communication campaign materials are reviewed by the teams and committees of youth and adult volunteers/partners associated with the project, and the prevention team to ensure they meet with the objectives of prevention deliverables, our teams and organizational values related to inclusion and diversity.

Gifts and Agreements

Our team will not enter into any agreement or accept any gift that would require 360 Youth Services to perform actions or adopt policies contrary to our values.

Partnerships

Our collaborative goals require us to forge partnerships with other systems, organizations, or individuals in pursuit of program strategies or objectives. Our team is committed to being an advocate for inclusion, diversity and racial equity and challenge ourselves and our partners to live into our ever-evolving understanding of how to best operationalize these values.

Strategies for Growth Commitments: Considering our guiding principle, vision, goal, values and specific guidelines for prevention strategies, we have work to do and maintain to truly live into our values of inclusion, diversity and racial equity. We are committed to the strategies for growth listed below, and state them as commitments, knowing they are a work in process. We will use this document during our weekly team meetings and overcoming racial bias in

prevention meetings to challenge ourselves with discussion, planning, and action, looking at each commitment area in relation to the department, and within each program area. We are dedicated to ensuring that the following commitments are fully realized in all aspects of our work.

We are committed to the following strategies for growth:

1. **We Expand Knowledge Base**. We expand our knowledge base by collecting data and strategies on racial equity and overcoming bias and other limitations in public health and prevention education to understand best practices for serving underrepresented youth.
2. **We Seek Training**. We intentionally seek training and learning opportunities regarding inclusion, diversity and racial equity for staff and teams of volunteers and/or partners. Knowing that information is power, we will seek to know more about the impact of our work on nonmajority youth and how to share the data for accountability. We seek training on how to look at data of majority and nonmajority youth over time to see what happened with what we expected to happen with our communication intervention.
3. **We Seek Culture Change Within Our Team/Programs**. We intentionally seek training and learning opportunities, to create a welcoming space/culture and more effectively seek and maintain diverse and representative membership.
4. **We Recruit Stating Goal of Racial Inclusion, Diversity and Equity**. We state that we adhere to *The Overcoming Racial Bias Guidelines in Prevention* when interviewing candidates and interns for open positions. The values of inclusion, diversity and racial equity are important to all members of our Prevention Team. We share that the organization is committed to anti-racism and anti-oppression and welcome those who can embrace this mission as well.
5. **We Intentionally Collaborate and Hire With Diversity as a Goal**. We intentionally invite and work with diverse individuals for committees, work groups, volunteers, and staff. We intentionally reach out to add diverse partners to our projects in other ways, i.e., training, consultation.

A. **We Actively Listen**. We actively listen to people's experiences and invite perspectives that we have not heard from before. We hold compassion for others and for ourselves as we actively engage with others unlike us. We do not feel the need to judge others' experiences and feelings toward any culture as they are the result of their unique experiences. We are listening for how our actions or projects impact others and what an alternative approach might look like.

6. **We Ask Pertinent Questions**. We ask pertinent questions internally and externally – how can our specific efforts be more inclusive of diverse youth?
7. **We Courageously Address Current Practice & Program Shortcomings**. We have courageous conversations where we identify weakness and potential areas of growth.
8. **We Practice Ongoing Process and Program Improvement**. We seek input about strategies, alternative ways of doing things, making decisions about courses of action, implementing change, evaluating impact, and determining next steps.
9. **Our Messaging Reflects Diversity**. We seek to increase outreach within racial/ethnic populations, erring on the side of overrepresentation of messaging, to balance underrepresented youth messaging. We are mindful of context, so as not to give the impression that only certain people need to be concerned about these issues, because they have more needs or problems.
10. **We Engage in Community Conversations**. We look for opportunities to be a part of community conversations and working initiatives related to inclusion and diversity.
11. **We Engage Youth**. We support and mentor youth leaders to have conversations about inclusion and diversity, share their experiences and to be part of the process of improving inclusion and diversity within programs they are involved in, and for our

prevention work as a whole. We organize our recruitment principles and practices for our youth groups and youth-serving groups (YAC, Snowball, Alliance groups, and Power of Choice committees) to establish diverse groups of individuals with deep connections to the local community and vulnerable populations. Traditional partners are local schools, parents, law enforcement, volunteer organizations, and state agencies in the substance use prevention field. We strive to consistently include LGBTQ+ groups, county Urban League and NAACP local chapters, after-school programs, and reach out to invite parents and their children involved in diversity parent organizations and PTSA groups (for example, Pages and Paths, AIM, and diverse faith-based youth groups).

12. **We Provide Information About Diverse Resources**. We are growing the diversity resources within the Community Resource Guide.
13. **We Recognize People Doing the Work of Racial Equity**. We thank those in our community who courageously communicate on topics of race. When a community member hosts a meeting, presentation, posts on social media or otherwise adds to the conversation about racial equity and bias, we take a moment to affirm the effort.
14. **We Recognize People/Projects Taking a Stand to Support All People.** We will call It to the attention of our team when staff, partners, funders, volunteers, educators, students, and schools take a stand to support all people. When anyone who intersects with us participates in a racial project, if communication is produced around the project, we take a moment to read or listen.
15. **We Seek Input to Enhance Our Guidelines.** We invite input from wider state, regional, national prevention groups. We conduct informal, periodic scans of the literature for equity-related social determinants and substance use/prevention outcomes for youth to grow our working knowledge, contextualize substance use risk and use disparities, and mitigate stigma and bias. We continually look for guidance and other publications that inform future program and practice strategies regarding equity to update and complete our guidelines.
16. **We Incorporate SAMHSA'S 6 Principles of a Trauma-Informed Approach.** We seek to learn about and incorporate these six principles into our interactions and communications. *Safety:* Prevents violence across the lifespan and creates safe physical environments. *Trustworthiness:* Fosters positive relationships among residents, local government, police, schools and others. *Empowerment***:** Ensures opportunities for growth are available for all. *History, Gender, Culture:* Values and supports history, culture and diversity.
17. **We Add Additional Strategies to Our Guidelines**. We enthusiastically welcome additional strategies being added to this list when uncovered/discovered.

Aspirational Strategies: As we become more firmly grounded in working the strategies for growth, our capacity to provide leadership around these issues, to do and be more will grow. These are some of the aspirations the team currently has in mind as possible next steps in growth for prevention teamwork, collaborative department work, 360 agency work, and/or community partner collaborative work.

A. **We Support and Create Change.** We collaborate and invite solutions on overcoming racial bias and offer them to our colleagues, partners and audience in prevention projects.
B. **We Share Our Guidelines for Overcoming Bias in Prevention**. Our guidelines are easily amended, and openly shared with partners and funders to inform how we address racial and ethnic disparities related to equity in team and material representation. Such collaboration will encourage the living document to evolve, be shared, and for others to share with us.

C. **We Host or Partner for an Overcoming Bias in Prevention Work Summit**, inviting state prevention professionals virtually or in a hybrid format.
D. **We Extend Invitations to Diverse Partnerships for Crucial Conversations.** We invite our community to join conversations and share resources, ideas, experiences, requests, collaborate and we accept all with an open heart, not excluding those affiliated with any organization including religious and LGBTQ+ or other groups sometimes marginalized.
E. **We Seek to Overcome Linguistic Bias**. We seek opportunities to erase ethno-linguistic privilege through understanding linguistic invisibility and bias.
F. **We Determine if a Racial Equity Community Network is Needed.** Knowing health equity in prevention matters, we meet with other interested community and area partners and determine how to best move forward.
G. **We Build a Diversity Volunteer and Partnership Cultural Advisory Force for Accountability and Lasting Racial Equity Change**. "Nothing about us, without us" is a call for accountability in conceiving, strategizing, and creating culturally and linguistically relevant, responsive and appropriate materials. There is no way to know if materials are appropriate without including the target audience. These culture volunteers would share information, cultural experiences and fresh perspectives related to youth services. Furthermore, they would meet to consult and review drafted materials to ensure connection to the organization's guidelines for overcoming racial bias. The aim is to allow divergent viewpoints when creating materials to benefit from input that results in messages that allow cultures to thrive together.
H. **We Nurture the Promise for a Better World.** We offer ways for youth in 360 prevention projects to meet and discuss ways they might serve as racial healing ambassadors.
I. **We Develop Leadership Opportunities for Youth-to-Youth Racial Understanding**. We aim to reach out across cultures with invitations to have youth gather to help spread understanding about the experiences of teens from outside the dominant local culture. We invite discussions and collaboration with partners to learn from, participate in or develop understanding/restorative circles or other inclusivity activities and events. One goal would be to address the cultural wounds that are felt around the immutable inherent trait of race in environments where people are conditioned to fear speaking and sharing openly on the topic. The aim is to share truth; listen, affirm and learn to gain deeper understanding of lived experiences. Work to establish trust; build relationships, and grow leadership. Youth could participate in an adult staff-guided or teacher-paired event – eventually peer-peer/youth guided (i.e., passing the talking stick, sharing their experiences, without being questioned to explain or defend their experience around race/ethnicity).
J. **We Check Assumptions for Equity Advancement.** Drawing on questions and tools of the Minnesota Department of Health and the Office of Health Equity of the Colorado Department of Public Health & Environment, we ask questions about our existing projects and practices:
    - After implementing a project or practice, were any changes in the target audience noticed? If no, why not? If yes, how do they compare with expected change?
    - How did the majority community benefit versus the nonmajority community? If nonmajority youth did not benefit as much, why not?
    - Do affected communities have input in the project? If so, how do they define success for the project with their community?
    - How do affected communities who saw no benefit receive results and evaluate them and what are the mechanisms they have to suggest how the project might change?

    We also ask questions to help design new projects and practices:

- Who determines decision-making and how will the affected community be involved in defining outcomes and success?
- What quantitative and qualitative data is used to identify the most affected communities? Which ones are given priority? Which communities will not be able to benefit and why?
- Will a mechanism exist for affected communities to hold projects accountable and how will the results be evaluated?
- How will you communicate the results back to all affected communities including those who are not benefitting?
- Would the project or practice benefit from further study such as a health impact assessment before going forward?

K. **We Seek to Become Ambassadors for Racial Understanding and/or Restoration**. The prevention team and related youth and adult volunteers/community seek to become ambassadors in our community for racial understanding and/or restoration. We know that increasing the representation and involvement of youth and adults of color in prevention projects and groups is important to creating affirming messages of worth and dignity and to grow leadership and health equity.

L. **We Hire a Staff Equity Coordinator**. PT or FT staff job description will be created as part of the aspirational goals for overcoming racial bias. This staff person's duties include managing the diversity and equity guidelines for policies and practices in communications, volunteering and hiring, possibly launching racial healing initiatives and creating monthly equity community collaboration networking meetings. The staff person will participate in trainings to lead the adults and youths on explorations for closing the racial equity gap in hiring, youth group participation, adult volunteer membership, education and communications, and other aspects of overall agency.

M. **We Seek Funding to Actualize Our Aspirations**. We approach funders (DHS SUPP, and other funders) and ask for funding to help us actualize any or all these goals. Grant funding will be sought from state and local sources, county and city municipality funds, and philanthropic organizations.

Closing Statement

Overcoming racial bias requires prevention professionals to embrace intercultural experiences and resources. Working with those who hold different perspectives challenges us to question why our perspective should be the perspective held by the world, making room for other beliefs we may not relate to.

We anticipate that reducing health disparities and increasing access to prevention services happens through equitable representation opportunities in our teams, programs and in our actions and communications that reflect values of inclusion, diversity, and racial equity. We believe resilience-building, for the benefit of all and specifically for populations who are underrepresented, may help lessen negative consequences of limited resources and unintended oversight including mental health concerns; substance use; and interpersonal conflicts resulting from factors like social isolation, stress, and anxiety.

We recognize that learning and working are enhanced when we maximize health and minimize disparities for under-represented racial/ethnic populations in our teams and work. We believe that meeting the goal of overcoming racial bias in prevention will lead to a reduction in youth substance use and enhance the well-being of our youth.

360 Youth Services Prevention Department

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Definitions

Cultural Competence is the ability to honor and respect the beliefs, languages, interpersonal styles, and behaviors of individuals and families receiving services, as well as staff members who are providing such services, according to the U.S. Department of Health and Human Services. Cultural competence is a dynamic, ongoing developmental process that requires a long-term commitment and is achieved over time (SAMHSA, 2014).

Cultural Responsiveness is a skill set or ability to identify and relate respectfully with people of your own culture as well as from other cultures.

Requires '**Cultural Humility**,' which is a construct for engaging in a process-oriented approach.

Cultural Humility refers to the ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the person."

- ✔ Maintain lifelong learning
- ✔ Engage in continuous self-reflection

- ✔ Become comfortable with “not knowing”
- ✔ Recognize there may be power/privilege dynamics
- ✔ Aligns with a person-centered approach.

Implicit Cultural Bias is cultural bias that perpetuates stereotypes and prejudices often expressed automatically and without awareness. Implicit cultural bias can harm prevention efforts and undermine treatment outcomes. (Blume et al 2016)

2020-2021 High School Enrollment for Districts 203-204
with Racial/Ethnic breakdown percentages

Race Percentages	Total Enrollment	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Two or more races	Low-income
203 Total	5,479	64%	5%	11%	18%	0.10%	0.15%	4%	15%
204 Total	9,211	47%	11%	12%	26%	0.16%	0.12%	4%	19%
COMBINED	14,690	53%	8.80%	11.60%	23%	0.12%	0.13%	4%	17.50%
# Students	14,690*	7,535	1,273	1,704	3,379	18	19	588	2,571

*Total numbers in each category add up to be 174 less than 14,690

2020-2021 6-8th Grade Enrollment for Districts 203-204
with Racial/Ethnic breakdown percentages

Race Percentages	Total Enrollment	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Two or more races	Low-income
203 Total	3,763	65%	4%	11%	16%	0.60%	0.1%	4%	15%
204 Total	6,362	43%	9%	12%	31%	0.11%	0.10%	5%	16%
Total	10,125	54%	6.50%	11.50%	23.50%	0.36%	0.10%	4.50%	15.50%
# Students	10,125	5,467	658	1,164	2,582	36	10	456	1,569

*Total numbers in each category adds up to be 248 more than 10,125

2020-2021 6-8th & HS Grade Enrollment for Districts 203-204 with Racial/Ethnic breakdown by number of total students									
Race Percentages	**Total Enrollment**	**White**	**Black**	**Hispanic**	**Asian**	**Pacific Islander**	**American Indian**	**Two or more races**	**Low-income**
# Students	**24,815**	**13,002**	**1,931**	**2,867**	**5,962**	**54**	**29**	**1,044**	**4,140**