



# The CalSAC Trainer Network

## Deepening Skills, Growing Leaders

### **The School-Age Training Project**

*This project is made possible through the generous funding from the California Department of Education Child Development Division.*

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# Increasing Diversity, Identity and Engagement in Program

A CalSAC Module

Presented by:

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# The California School-Age Consortium

The California School-Age Consortium (CalSAC) **provides training and advocacy** for afterschool, school-age care, and out-of-school time professionals throughout California.

**Since 1982**, CalSAC has been working to advance the needs of professionals. Through our focus on **Connections, Competence, and Community**, CalSAC can meet the needs of programs and professionals in the out-of-school time field.

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# Getting Started

- Training Agenda
- Bike Rack
- Group Introductions

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# Group Agreements

- Choose to be present and engaged in learning.
- Phone off or on vibrate.
- Avoid side bar conversations.
- Agree to disagree.
- Be aware of diversity in the group.  
(culture, age, sexual orientation, privileges, gender and experience)



# Today's Objectives

**By the end of this module, participants will:**

- understand how culture impacts and shapes individuals;
- examine their cultural identities and how these identities may impact their interactions with others;
- understand how individuals from diverse backgrounds relate to one another.



# Key Concepts

**Culture reflects belief systems, behavioral practices and the products of such beliefs and practices among groups of people.**

- Widespread
- Evident across generations
- Generally viewed as adaptive for those who hold such beliefs or practices



# Key Concepts

**Important cultural elements include the dimensions of race and ethnicity, gender, and social/economic status.**

- Language and immigration issues are often embedded in these important elements.
- These elements of culture are not separate from the larger cultural context in which individuals live, work and function.
- Societal and individual reactions and expectations regarding sexual orientation and gender roles are therefore reflective of culture.

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# Key Concepts

## **Equity reflects fairness and impartiality.**

- Equity includes just and fair application of policies and practices to provide equal access to opportunity (e.g., educational and programmatic).
- Equity may involve over-compensating in some cases to remedy past exclusionary practices.



# Key Concepts

- Providing equitable access means children/youth and their families can fully participate in our programs without facing physical, financial, emotional, cultural, or other barriers.
- Equitable programming:
  - Includes and reflects the communities served.
  - Seeks to reduce social and academic disparities between groups.
  - Challenges stereotypes and inequities.
  - Draws upon the input and decision-making of participants and their families and communities.

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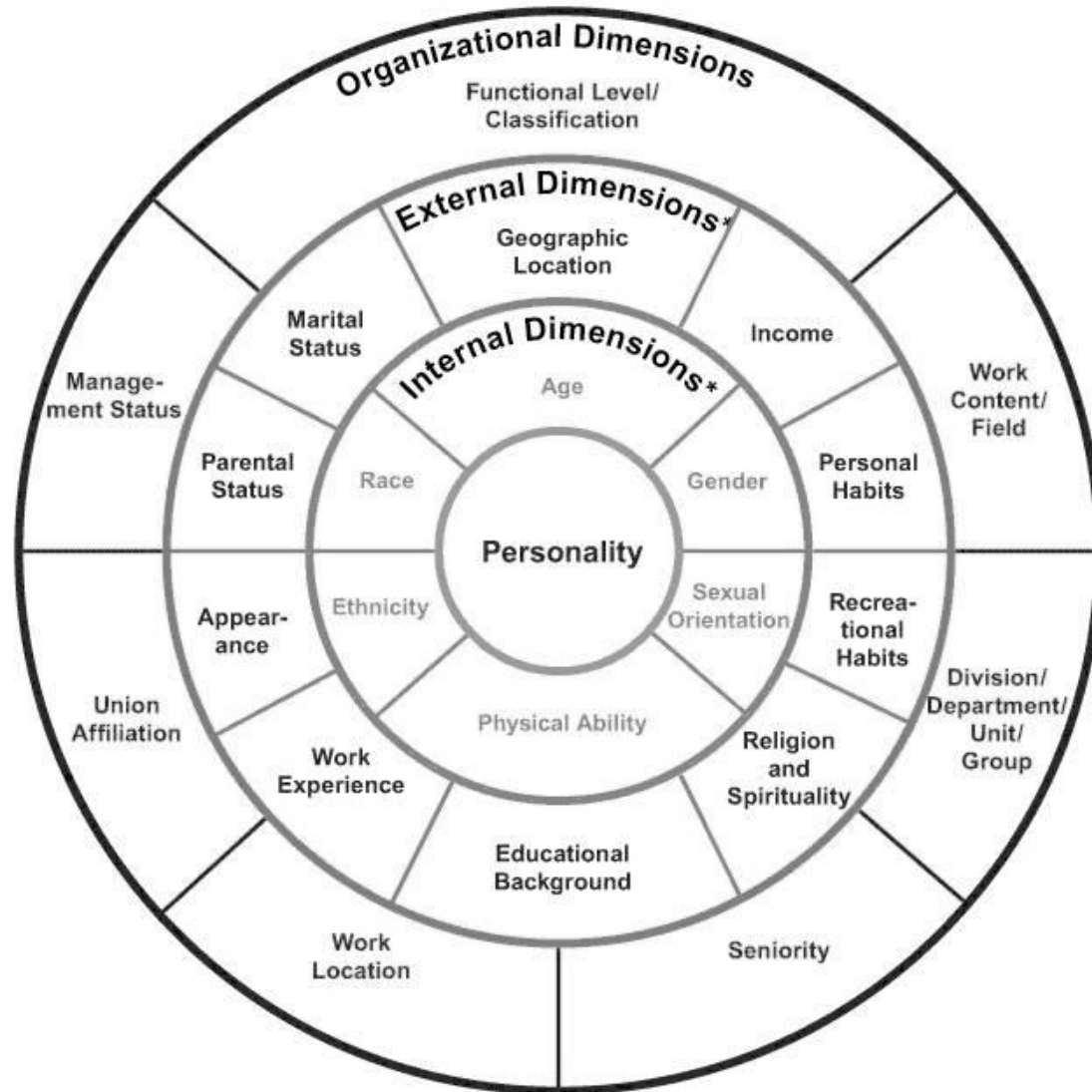
# Activity: Who Am I

**Create a visual representation of your multiple cultural identities.**

- Use the **size** of your writing to indicate the level of impact in your life. (**Larger = greater impact**, Smaller = less impact)
- On the **back of the paper**, write words or phrases to describe the impact of these various cultural identities. (e.g., discrimination, pride, privilege, and perseverance)
- Do **NOT** vary the size of the writing on the back of the paper.



# Activity: Who Am I



# Activity: Levels of Engagement

- Three sections (a) **tolerance for**, (b) **acceptance of**, and (c) **embracing cultural diversity and equity**.
- Define the term and give examples of what this looks like in programs.

Term	Definition	Examples
Tolerance for		
Acceptance of		
Embracing cultural diversity and equity		

# Levels of Engagement

## **Tolerate**

- To put up with
- To endure
- To minimally engage
- To comply with a process or procedure
- To get used to by repeated exposure



# Levels of Engagement

## **Accept**

- To show positive regard for
- To passively engage
- To show resignation for
- To be reactive
- To conform



# Levels of Engagement

## **Embrace**

- To take up willingly and eagerly
- To be proactive
- To be actively engaged
- To empower
- To adapt or change
- To understand cultural diversity is natural, beneficial and to be expected
- To seek the challenge of finding harmony in diversity







# Action Planning

- List **two** actions that you can take back to your program.
- List **one** question you still have or additional resources you need to implement those actions.
- Identify **one** person you want to connect with.



# Get Involved with CalSAC:

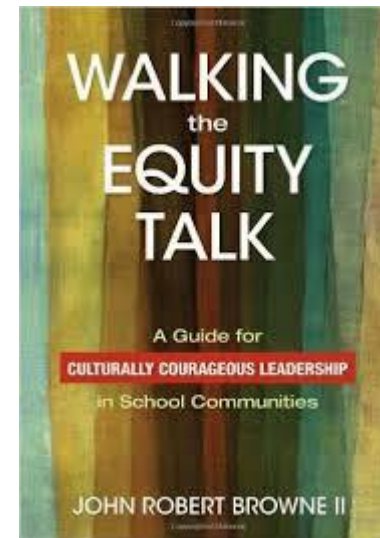
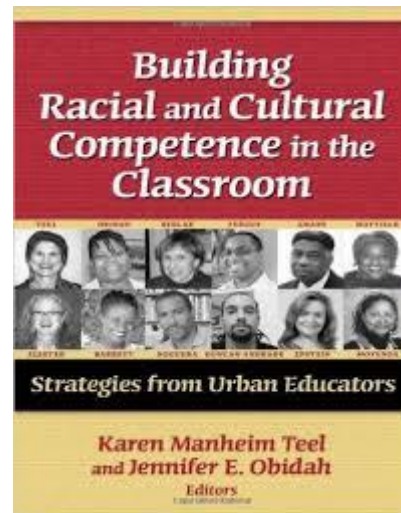
- **Check out resources** on the back table!
- **Join a Chapter** in your area!
- **Attend CalSAC's Afterschool Challenge!**
- **Apply to be a CalSAC Trainer!**
- **Join us online:**  Twitter,  Facebook

[www.calsac.org](http://www.calsac.org)

# Resources and Evaluations

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