LEADING TOGETHER:

Cultural Competency Assessment
Project Summary   DEC 2016

Leading Together Goals

- Bringing together family-led and family supporting organizations and programs for shared learning about the resources and activities our agencies provide for families.

- Identifying areas where we can work together to coordinate activities across programs to better support families and their children.

- Assuring that the diverse voices of families are integrated into decision-making through strengthened family engagement and leadership.

Assessment Process

The Leading Together meetings and priorities are guided by its members. In April 2015, Leading Together organizations identified cultural competence as a priority area for shared learning. An assessment was recommended in order to hone in on key strengths and needs across the organizations and to direct shared learning activities. A sub-committee was formed to guide the development of the assessment tool. Resources from Georgetown University's National Center for Cultural Competence served as the basis of the assessment (*see page 7 for more details*). It was determined that semi-structured interviews would provide content depth and allow for connections between those conducting the interviews and those responding to the questions. Members of the Leading Together team and University of Wisconsin-Waisman Center LEND (Leadership Education in Neurodevelopmental and Related Disabilities) students were trained to conduct the interviews. A total of 18 interviews were completed within the first 6 months of 2016, representing approximately 50% of the member organizations. One-third of the respondents were private non-profit entities; the remainder were federally or state funded agencies or programs. All responding organizations serve families with disabilities, special health needs, mental health or behavioral issues, which impacts some the findings. The assessment questions are included as an addendum to this summary. The following pages highlight what we learned from the assessment.

Section 1: Moving Forward

Section 2: Identifying and Partnering with Diverse Population Groups

Section 3: Connecting, Supporting & Sustaining Families

Section 1: Moving Forward: Priorities for Shared Learning

Priorities of Shared Learning:

In order to make the best use of Leading Together workgroup time, members participating in the interview process were asked **how they would like to enhance cultural competency over the next year** by indicating the percent of group time they would like to spend in three potential activity areas. While there weren't vast differences presented between the proposed activities, the results indicated the following preference:

RANK 1: Learn how to engage, support and sustain diverse family leaders within and across our organizations.
(mean: 43, range: 25 to 100%)

RANK 2: Learn about specific population groups, their strengths, barriers and health disparities, beliefs and customs and values, along with key partners, success stories and outreach and partnership strategies.
(mean: 30, range: 0 to 60%)

Focus of Shared Learning:

Participants were asked which population groups they would like to focus on for shared learning first. The top 5 results were:

- American Indians or Alaska Natives
- Asian Americans or Southeast Asians
- Blacks or African Americans
- Hispanics/Latinos
- Low socioeconomic status

Member organizations shared strategies for partnering with diverse population groups, which can form the basis for shared learning and activities. Some key strategies included:

Engage individuals with lived experience and/or established trust
> "We use Community Connectors, trusted individuals in the community, and pay them annually as consultants."
> "Require … family members …(with lived experience) in staff roles."

Get the word out in numerous ways
> "Be creative with social media, email, traditional and non-traditional media."

Stress equal voice
> "Stressing that we are all equal … reaffirming that everyone's experience is valid."

Begin with youth
> "A good place to start is when they are young; it changes their whole life if integrated in community from day 1."

Address true barriers
> "Determine the barriers to participation and alleviate those rather than offering a blanket stipend."

Offer grants, scholarships and other incentives
> "Quality improvement grants and strategies have supported improved services."
> "Low income communities: have scholarships, work to keep program costs low, and try to work with partners to connect with other resources, especially transportation."

Section 2: How Do We Identify and Partner with Diverse Population Groups?

Building organizational knowledge about the diversity within an organization's service area is essential to being able to meet the needs of the entire community. Here's what Leading Together organizations reported about how they gather information on the population groups in the areas they served in 2016.

Extent that Organizations Gather information on Population Groups in 2016; n=18

To some extent; 61%

To a great extent; 39%

How information about diverse population groups is gathered and used by member organizations:

♦ Gather information from individuals that participate in their programs/events in a database that can be used to determine what is happening, not happening or how they can outreach.

♦ Partner with other organizations or individuals that know their community best.

♦ Monitor traditional and non-traditional media.

♦ Complete asset mapping or informal interviews with stakeholders in a population group or area they want to reach.

♦ Conduct surveys in targeted communities or with existing participants.

♦ Utilize existing data from the Wisconsin Department of Public Instruction, Healthiest Wisconsin, Secure Public Health Electronic Record Environment (SPHERE), Kids Count, The Arc, AARP Inc., US Census Bureau, county health profiles, HealthWatch Wisconsin, UW Institute for Research on Poverty, National Center for Children in Poverty, Residential Information Systems Project, Supporting Individuals and Families Information Systems Project, peer reviewed journals and many other sources.

Leading Together Organization Reported Success in Partnering or Through Strategies of Support in 2016, n=18

The Leading Together Workgroup selected 10 population categories with 29 subset groups within those categories, asking organizations to provide a self-assessment of their success in partnership. The graphs below and continued on the next page illustrate the percentage of responding organizations that reported some experiences of success with the identified groups included in the interview. Please note that this does not suggest that organizations were 100% successful with the population(s) they identified.

Results: Organizations were more likely to report success with Hispanics/Latinos and Whites/Caucasians than other racial or ethnic groups. Few groups reported success with immigrants and refugees.

More organizations reported some success with lower socioeconomic groups than with higher socioeconomic groups.

All participating organizations reported some success with people with mental health or behavioral issues.

These results can be interpreted as a reflection of those groups more often sought out by these organizations for inclusion.

Hispanics/Latinos	94%
Whites or Caucasians	83%
American Indians or Alaska Natives	72%
Blacks or African Americans	61%
Asian Americans or Southeast Asians	56%
Pacific Islanders or Native Hawaiians	17%
Immigrants	22%
Refugees	6%

Low SES	89%
Medium SES	61%
High SES	50%

Mental Health / Behavioral Issues	100%
Disabilities or Special Needs	89%
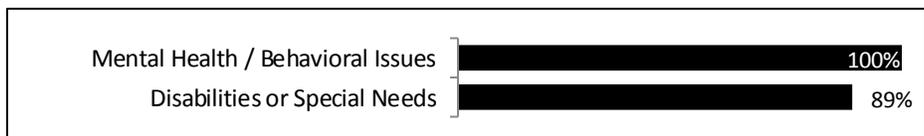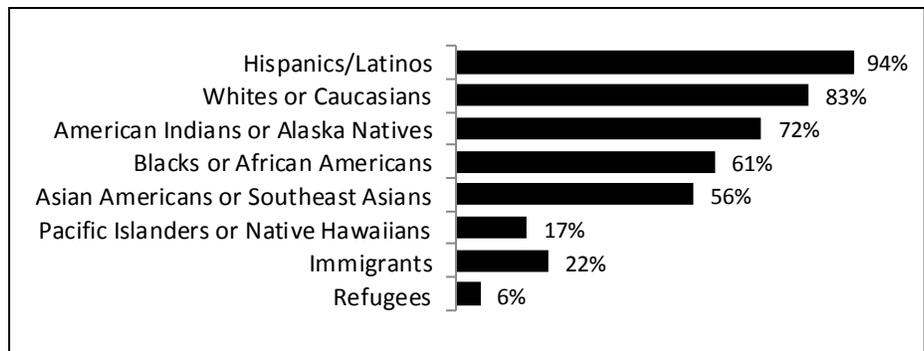
Graphs continued on next page

Results: More than two-thirds of responding organizations reported some success with youth, young adults, fathers and mothers.

Youth (0-17 years)	83%
Young Adults (18 years +)	83%

Again, these results can be interpreted as a reflection of those groups more often sought out by these organizations for inclusion, and not an indication that some groups are more difficult to reach.

Fathers	83%
Mothers	78%
Siblings	56%
Foster Parents	56%
Grandparents	50%
Adoptive Parents	44%

For example, low levels of reported success with all categories in the sexual orientation/identity and military sections correspond to organizations not asking individuals about these aspects of their lives.

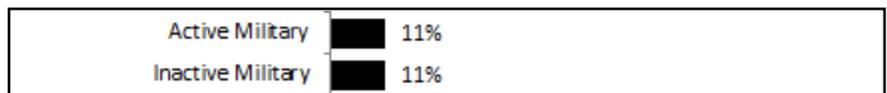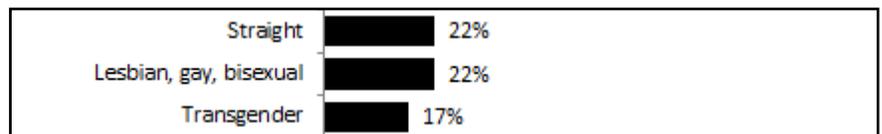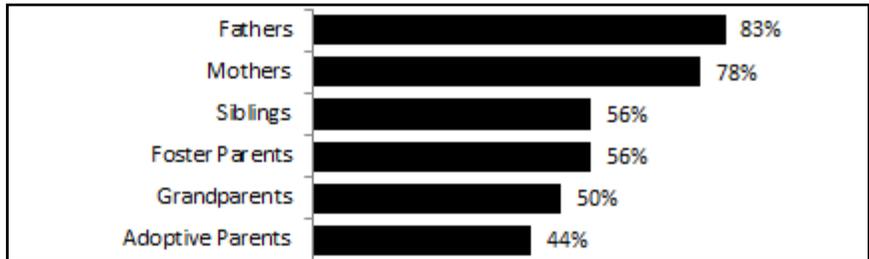|	
Straight	22%
Lesbian, gay, bisexual	22%
Transgender	17%

These results do help the Leading Together group identify where shared learning can be prioritized based on organization experience.

Active Military	11%
Inactive Military	11%

Member organizations shared barriers to partnering with diverse population groups. Key themes included:

It takes time to build relationships, trust and understanding.

"We are working to overcome **trust** issues in different communities to be viewed as a legitimate partner….this takes time."

"[Some] families are **concerned** you are going to take their children away, or that you will question their immigration status."

"[Client/Customer] understanding can be a barrier. We need to break it down more, and recognize that **people learn differently**. It's our job to adapt."

"**Different views** of physical and mental health cross-culturally; Customs and cultural beliefs dictate how, when and where families share their experiences and/or seek help."

We need flexible resources and strategies to meet unique community needs.

"Our challenge is to **understand unique nuances** within each culture, and find cultural brokers."

"Addressing the issues of **mental health** are a little different than physical health; need for learning of what works."

"**Rural communities**: transportation, employment opportunities, isolation, lack of resources (money and providers)."

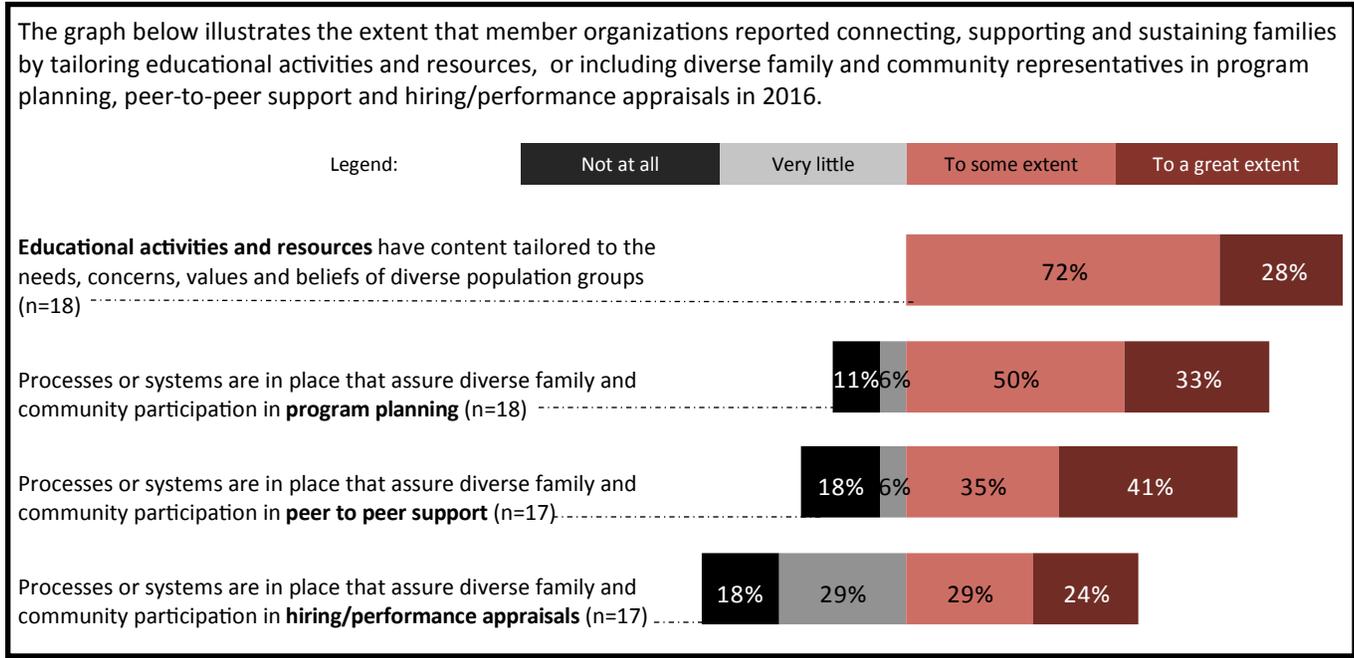"**Urban communities**: transportation outside of the area, many cultures to learn and address."

There are limited capacity and resources.

"**Funding** is a barrier to better understand and gain access to specific cultures. "

"We don't have **capacity** to target each population, even though we'd like to do so."

"School…time and data are **protected**. They are generally supportive but can't do much [to connect us with families]."

Section 3: How Do We Connect, Support and Sustain Diverse Families?

The graph below illustrates the extent that member organizations reported connecting, supporting and sustaining families by tailoring educational activities and resources, or including diverse family and community representatives in program planning, peer-to-peer support and hiring/performance appraisals in 2016.

Legend: **Not at all** | **Very little** | **To some extent** | **To a great extent**

Educational activities and resources have content tailored to the needs, concerns, values and beliefs of diverse population groups (n=18)
- 72% To some extent
- 28% To a great extent

Processes or systems are in place that assure diverse family and community participation in **program planning** (n=18)
- 11% Not at all
- 6% Very little
- 50% To some extent
- 33% To a great extent

Processes or systems are in place that assure diverse family and community participation in **peer to peer support** (n=17)
- 18% Not at all
- 6% Very little
- 35% To some extent
- 41% To a great extent

Processes or systems are in place that assure diverse family and community participation in **hiring/performance appraisals** (n=17)
- 18% Not at all
- 29% Very little
- 29% To some extent
- 24% To a great extent

Member organizations shared strategies for increasing diverse family engagement in activities. Key themes included:

Address family barriers.

"Ask what families need to participate: transportation, childcare, meals, special diets, mileage reimbursement, respite care, stipend, etc.

"Most trainings and events are held on evenings and weekends when it's easier for families to attend. Sometimes, during the day is the easiest so rather than assume, we ask what works best for them."

"Give participants a way to communicate with you during the meeting if they don't understand something by either creating safe space for them to ask or offering a text option during the meetings. Prepare them before the meeting and debrief with them later."

"Try to meet them where they are instead of having them come to you."

Ensure an accessible physical environment.

"Pay attention to the physical environment: no training sites with steps, close parking, on a bus route, has good lighting, in a community center where people will feel comfortable, etc."

Utilize accessible materials.

"Create materials and give them to someone with a cognitive disability to help you pilot test it. Ask participants how they learn best and be prepared to deliver information in that way."

"We design all training materials in a way that is accessible to a variety of literacy levels. We try to write at 6th-8th grade level, and use an online tool to make it better. We go beyond print materials—talk with people, power points, use video or audio clips so that we present information that is accessible and understandable. Using a bigger font can be really helpful too."

"All written materials and signs are available in Spanish and some in Hmong. We use a phone-based language line that offers more than 90 languages, and we have staff that can speak Spanish and Hmong. Our website uses the Google Translator feature so that it can be seen in another language. We bring in translators to in-person trainings when needed."

"Have books or written materials that are inclusive of all cultures."

"Avoid holidays for non-dominant religions too."

Utilize multi-media resources.

"Have developed a video that features local Hmong families in spoken Hmong."

"We created a radio novella in Spanish. Sometimes it's not about translating what you have into another language but creating something that will really work for that group."

Strategies continued on next page

Member organizations shared strategies for increasing diverse family engagement in program planning and hiring/ performance appraisals. Key themes included:

Program planning

- "Pay a review committee with diverse (geographic, culturally, linguistically) membership to review program materials."
- "Include a requirement with some sub-contracts that community feedback be included in program planning."
- "Conduct listening sessions with specific groups in the community to guide planning."
- "Meet with people face-to-face to identify barriers and successful strategies."

Hiring/ performance appraisals

- "Develop a formal structure for youth and family members to give feedback anonymously about employee job performance; Try to determine job effectiveness instead of how nice staff are; Ensure families are helping to design the process."
- "Include diversity as a key consideration in hiring and advancing staff."

How do we work with Community Connectors and other Partners?

The graph below illustrates the extent that member organizations reported connecting, supporting and sustaining families through either the use of individuals or organizations with expertise in reaching population groups in 2016.

Legend: | Not at all | Very little | To some extent | To a great extent |

Work with social or professional contacts that help you understand and support diverse population groups (i.e. Cultural brokers, liaisons, and peer-to-peer networks/specialists that provide consultation and training to their staff) (n=18)

Not at all	Very little	To some extent	To a great extent
11%	17%	44%	28%
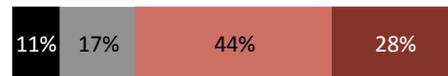
Collaborate or partner with community-based organizations to address the needs of diverse population groups in the service area (i.e. MOUs/ MOAs or other organizational partnerships that assist in reaching, communicating with, or serving diverse population groups) (n=18)

Not at all	To some extent	To a great extent
6%	44%	50%

Many organizations reported that some or most of their work gets accomplished through collaborations and partnerships. Listed below is a sampling of partners mentioned in the assessment that are not current members of Leading Together.

Noted community partners:

Celebrate Diversity · Salvation Army · WI Promise · Hmong Mutual Assistance · CAP* · FQHCs* · UW Extension · Survival Coalition · UMOS* · Black Health Coalition · Health Watch WI
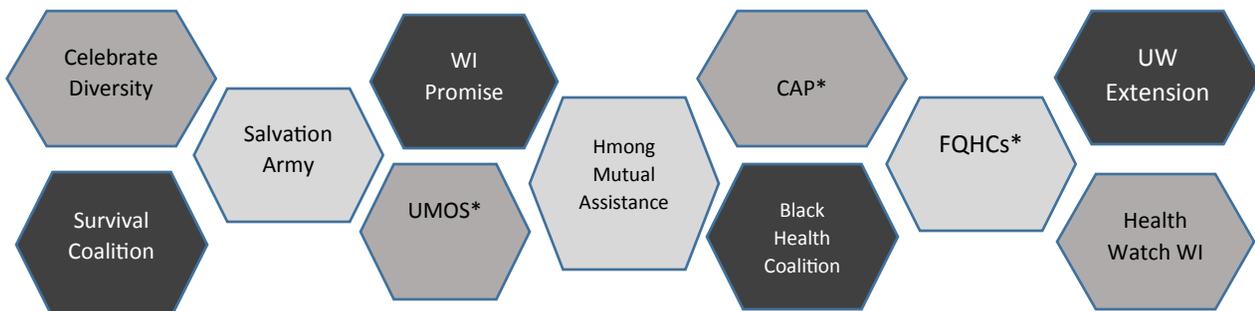
*CAP (Community Action Programs)
*FQHCs (Federally Qualified Health Centers)
*UMOS (United Migrant Opportunity Services, Inc.

We would like to thank the following individuals and organizations for completing interviews as a part of this cultural assessment:

- 5 Regional Children and Youth with Special Health Care Needs Centers
- Children and Youth with Special Health Care Needs Program, Wisconsin Department of Health
- Family Voices of Wisconsin
- Maternal and Child Health Program, Wisconsin Department of Health
- NAMI of Wisconsin
- Office of Children's Mental Health, State of Wisconsin
- Parent to Parent of Wisconsin
- Supporting Families Together Association
- WisconSibs, Inc.
- Wisconsin Board for People with Developmental Disabilities
- Wisconsin Family Ties
- Wisconsin Medical Home Initiative
- Wisconsin Promise Project
- Wisconsin Sound Beginnings, Wisconsin Department of Health
- Wisconsin Statewide Parent-Educator Initiative, Wisconsin Department of Public Instruction

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- Martin Teofilo Salas

Thank you to Georgetown University's National Center for Cultural Competence for giving us permission to modify and use their tools. More information on the Center and its resources (including definitions used in this assessment) can be found at:
http://nccc.georgetown.edu/

Original versions of the tools can be found at:
Cultural and Linguistic Competence Policy Assessment (CLCPA):
http://www.clcpa.info/

Cultural and Linguistic Competence Family Organization Assessment (CLCFOA):
http://www.gucchdgeorgetown.net/NCCC/CLCFOA/

Cultural competence resource recommendations from participating organizations:
- Children's Hospital—At Our Best training
- CLAS Standards materials
- Health Care Education and Training
- National Center on Medical Home Integration webinars
- National Center for Family and Professional Partnerships
- National Family Voices Network
- Mental Disability Network materials
- University of Wisconsin Extension
- Celebrate Diversity coalitions
- Hands and Voices
- Your local leaders, universities and individuals with lived experiences

For specific population groups:
- Native Americans: GLITC, tribal health centers, tribes, Bowman Consulting
- Southeast Asians: Hmong Mutual Assistance Associations
- Hispanics/Latinos: Alianza, WSPEI
- CYSHCN/Mental Health: Wisconsin Family Ties, WI Facets, Office of Children's Mental Health, Parent to Parent of Wisconsin, Family Voices of Wisconsin
- Military families: Dry Hooch
- Plain communities: midwives