



FAIRNESS AND EQUITY CULTURAL COMPETENCY IN CONTRA COSTA COUNTY

**“EXPLORING CULTURES, COMMUNICATING
FOR CULTURAL COMPETENCE” PROJECT**

A Collaboration of the Bay Area Academy and Contra Costa County
*Partial funding for this project was provided by California Social Work Education Center (CalSWEC),
at the University of California, Berkeley*

June 30, 2004

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Summary:

This project was a unique collaboration between Contra Costa County and the Bay Area Academy (BAA). The following report offers the reader a step-by-step process for creating and implementing this type of collaboration. It is the hope of both the county and BAA that this training project can be replicated in other areas of the state and nation. This multi-year project began in 2002 and was completed in June 2004. There were a total of 19 training days throughout the series; including 13 full-day and 6 part-day trainings. Attendance was strong in each of the trainings. A total of 469 participants attended the full day trainings, and 177 participants attended the part-day trainings for a total of 646 participants. This summary report succinctly discusses the three phases of the project; Planning and Organization, Evaluation, and Implementation. Also discussed were possible “next steps” to be taken upon completion of the project.

Background:

County welfare agencies are making significant efforts to address issues of fairness and equity in their delivery of services. Since 1998, Contra Costa County has been a member of the Mental Health System of Care Collaborative, and has played a key role in development of cultural competency training curriculum for participating agencies. In the spring of 2002, Contra Costa County became deeply involved in transitioning to a “Family To Family” Child Welfare structure, and cultural competence was a key component of the reorganization plan. Contra Costa Staff Development and Management personnel developed the project idea and solicited the Bay Area Academy as a potential partner/consultant in the process. The Bay Area Academy (“The Academy” or “BAA”) and Contra Costa County (“CCC”) then collaborated to create the “Contra Costa County--Exploring Cultures, Communicating For Cultural Competence” Project. The joining of these two agencies was an excellent blend of resources and stressed collaboration and gave both entities an opportunity to develop constructive relationships with one another.

Funding for this project came from Bay Area Academy Regional Training Contract utilizing Advanced Training days and Capacity Building hours allocated to Contra Costa County. The county utilized this time in a very creative manner.

This is a multi-year project involving three phases: **Planning and Organization, Assessment,** and **Implementation.** The first stage is self-explanatory. The second involved evaluating the level of cultural competence exhibited in CCC’s delivery of services. The final phase entailed creating a series of trainings and workshops aimed

at promoting cultural competence among CCC’s Child Welfare staff. This report will summarize and discuss the three phases of the project, as well as briefly explore next steps that will be taken by Contra Costa County based on the experience of this project.

PHASE I – Planning and Organization

1. Identifying a Cultural Competence Assessment tool:

Contra Costa County met with the Bay Area Academy in the spring of 2002 to discuss the creation of the project. Beginning in September 2002, a Planning Committee consisting of three Academy staff and two CCC Staff Development personnel reviewed several assessment tools for use in the project. Rather than using anecdotal experience from the staff, the project looked for a normed, objective assessment tool to assess the need for cultural competency training rather than creating a new

instrument. The intention was to create a training project based on evidence from the child welfare staff and from county data. Moreover, using an assessment tool that was culturally unbiased enhanced the credibility of the project.

They agreed to use the Child Welfare League of America’s (CWLA) Cultural Competency Assessment Tool. This tool comes with a guidebook and implementation strategies, and has been used throughout the United States. One modification was made in CWLA’s assessment tool; the Service Population survey was translated into Spanish to meet the needs of CCC’s client population.

2. Compiling Selected Demographics of Contra Costa County:

The committee obtained the relevant demographic information on Contra Costa County, including information and statistics on the families served and children in out of home placement. These data are summarized in the tables below.

Children in CW Supervised Foster Care (by ethnicity) in Contra Costa County, 2000

Children in CCC by Ethnicity	# of children of children in FC	% of all children in FC	2000 CCC Census Under 18	% of child population Under 18 by race
Black	1,061	49%	28,696	11.4%
White	746	34.3%	145,543	57.8%
Hispanic	304	14.0%	60,872	24.2%
Asian/other	47	2.2%	20,667	8.2%
Native American	18	0.8%	1588	0.6%
Missing	0	0.0%		
Total all children in FC	2,176	100%	257,366	

Source: 2000 Census and 7/02 CWS/CMS statistics

Children in California by Ethnicity	# of children in foster care	% of all children in FC	2000 CCC Census Under 18	% of child population Under 18 by race
Black	30,748	33.4%	674,467	7.0%
White	25,282	27.4%	3,183,779	33.2%
Hispanic	33,003	35.8%	4,336,121	45.3%
Asian	1,882	2.0%	928,218	9.7%
Native American	1,089	1.2%	52,041	0.5%
Other	111	0.1%	406,821	4.2%
Total	92,115	100.0%	9,581,447	100.0%

Source: CWS/CMS 7/02 statistics

Disproportionality: While only 11.4% of CCC's children were African American in 2000 census, they made up 49% of all children in foster care in July 2002. In California, 7% of the child population is African American, and African Americans represented 33.4% of all children in foster care in July 2002.

Child Maltreatment referrals and substantiations, by race/ethnicity, 2002

Ethnicity	Total Child Population (# and % of total pop)	Children w/Referrals	Incidence per 1000 children	Children w/ substantiations	Incidence per 1000	% of all referrals
Black	28,488 (11.1)	3,263	114.5	565	19.8	17.3%
White	118,577 (46.2)	5,082	42.9	948	8	18.7
Hispanic	65,042 (25.3)	2,543	39.1	522	8	20.5%
Asian/Other	27,125 (10.5)	508	18.7	103	3.8	20.3%
Native American	903 (.3)	58	64.2	13	14.4	22.4%
Unknown	16,151 (6.3)	1,073	66.4	92	5.7	8.6%

Source: 2002 CWS/CMS statistics

3. Preparation for review of data:

Bay Area Academy then prepared to review and analyze the results from the CWLA assessment tool and make recommendations for the training phase of this project.

(Phase 1 was completed by November 1, 2002, however planning meetings have been on going).

PHASE II - Assessment

1. Assessment Tools Administered.

The CWLA cultural competence surveys were administered to (1) CCC directors and managers (7), (2) supervisors and line staff (n=218), and (3) the CCC service population (n=154) [in both English and Spanish]. The surveys were distributed in several ways. CCC employees were surveyed at cross trainings in three parts of the county to kick off Family to Family. The service population was surveyed during town meetings held regarding the reorganization of child welfare in Contra Costa County and Family to

Family restructuring. Plans to survey community-based organizations did not materialize.

2. Analysis and Summary of Cultural Competency Assessment Surveys.

Perseus Survey Solution 5.0 was used to compile the survey results. Joy Crumpton of the Bay Area Academy conducted the analysis of the results. (For a summary of the survey results, see Appendix A.)

When taken together, the data indicate that training which stresses the use of empowerment strategies with client families can, at the same time, teach workers to recognize cultural strengths as a normal part of the casework process.

Several specific recommendations emerged:

- Case Planning and Assessment training which incorporate culturally specific material to increase the workers ability to recognize significant cultural indicators at each of the critical points of a case.
- More culturally specific information on client populations.
- More cultural information about Asian and Central American cultures.
- More information on child rearing practices and family functioning from the cultural perspective of the families served.
- More information on culturally specific parenting practices.
- Training on cross cultural communication, or professional development to examine employees' own cultures.
- More time to work with families to develop and maintain cultural supports in families, tribes and communities.

A major challenge for Staff Development and Program Management might be to create an atmosphere within the agency that supports the exchange of cultural information among staff and staff with client families and communities.

(Phase 2 was completed by December 20, 2002)

PHASE III – Implementation

Following the analysis of the survey results, a committee comprised of Bay Area Academy and Contra Costa County staff development developed a series of professional development trainings and workshops designed to enhance the skills, knowledge and attitudes necessary for child welfare staff and partners to communicate effectively with diverse service populations. The series was scheduled to begin in May 2003 and continue through the 2003-2004 Fiscal Year.

The trainings and workshops focused on communicating with cultural competence and a variety of more specific topics such as; healing in the Native American Community, exploring Adolescent Culture, Lesbian, Gay, Bisexual and Transgender (LGBT) children and families, and African American, Latino, and Asian/Pacific Islander families. The series utilized guest speakers, video presentations, and other training strategies and

techniques to facilitate effective learning. Community partners were invited to—and did in fact attend—the trainings, and were appreciative of being included in the process. Bringing community agencies and CCC staff together during the trainings certainly helped to support collaboration and better integration of services between the parties.

Training for all staff focused on ethnicity and diverse cultures. The series began with a “Kickoff Event” on 5/7/03 (repeated on 10/29/03 that was designed to “get participants thinking” about issues of communication, ethnic and cultural diversity, fairness and equity in the child welfare system and cultural competence in their practice and workplace. Subsequent trainings focused on the cultures of and pertinent issues relating to African American, Asian/Pacific Islander, Native American, Latino, and Gay Lesbian Bisexual Transgender and Questioning youth and families in child welfare. The following table identifies the number of participants in each training, and summarizes each training’s goals, as well as quantitative and qualitative participant evaluations.

Training and workshops presented for the Contra Costa Exploring Cultures, Communication for Cultural Competence Project

Date	Training	# of participants	Training Goals/Objectives:	Evaluation: (1=Poor, 5=Excellent)	Qualitative Evaluation: (How info. to be used in job)
5/7/03	“Kickoff Event”: Effective Cross-Cultural Communication	60	Encourage participants to begin thinking and talking about how their communication w/clients is impacted by diversity, culture & ethnicity, and other issues around culturally competent practice.	Course Objectives: 4.74 Course Material: 4.68 Course Trainer: 4.91 Relevancy to Job: 4.80	Increased awareness of personal biases & other issues around communication w/clients.
5/28/03	Parenting Practices in Indian Country	19	Work more effectively w/Native communities by understanding values & traditions of Native parenting systems, role of historical trauma, interruption of generational learning, & progress towards reclaiming traditional methods.	Course Objectives: 4.54 Course Material: 4.95 Course Trainer: 4.91 Relevancy to Job: 4.80	Learned about historical & cultural impacts on, and cultural values of, Native Americans.
6/26/03	Effective Cross-Cultural Communication (Repeat “Kickoff Event”)	37	Repeat of 5/7/03 training. Held to introduce more involved CW workers to upcoming series of trainings.	N/A	N/A
7/28/03	Exploring the World-View of Native Peoples	35	Improve skills in engaging Native American families, evaluate client's situation and communicate in a culturally sensitive way.	Course Objectives: 3.98 Course Material: 4.54 Course Trainer: 4.21 Overall Effectiveness: 4.18	Better able to approach, communicate & work with Native families. More familiar w/Tribal Counsel & ICWA, bring more "human" aspect to work.
8/14/03	Brown Bag Lunch: Video--"Where the Spirit Lives" (½ day)	28	Support and complement ideas and issues explored in previous training around on Native American community, culture, and clients.	N/A	N/A

8/21/03	Y.O.U.T.H. Training Project (Day 1)	28	Explore lives, leadership abilities, & perspectives of transition aged foster youth (TAY). Introduce concepts of youth development, TAY needs, practical ways to work with TAY, emancipation resources & legislation around TAY.	Course Objectives: 4.70 Course Material: 4.92 Course Trainer: 4.88 Relevancy to Job: 4.73	More sensitive to and aware of foster youth's needs and feelings.
8/22/03	Y.O.U.T.H. Training Project (Day 2)	28	See above. (This is a two day training series.)	See above.	See above.
9/30/03	GLBTQ	25	Identify biological, social, & cultural influences on sexual identity development, identify 5 stages of sexual development, discuss risks of abuse GLBTQ youth face, learn GLBTQ-affirming questions, identify supportive placements for BLBTQ youth.	Course Objectives: 4.76 Course Material: 4.56 Course Trainer: 4.86 Overall Effectiveness: 4.81	Use sensitive & unassuming language when interviewing clients. Assess sex identity stage of youth. Help youth critically think about sexuality.
9/30/03	GLBTQ	22	Same curriculum & goals as Albers & Rehberg GLBTQ training. Held simultaneously because of large # of participants and sensitivity of subject matter.	Course Objectives: 4.31 Course Material: 4.46 Course Trainer: 4.63 Overall Effectiveness: 4.45	Use unassuming language around sex id., more aware of issues faced by GLBTQ youth & families, and resources available to them.
10/14/03	Black Grandparents as Parents: Supporting African-American Relative Caregivers, Eliminating the Generational Divide (½ day)	37	Study role & causes of black grand-parents as caregivers. Study adjustment issues, resources & coping strategies for grand parents & children. Explore roles of social service, legal, & judicial systems working w/ these families.	Course Objectives: 4.41 Course Material: 4.55 Course Trainer: 4.65 Overall Effectiveness: 4.52	More informed & sensitive about issues grandparent-caregivers face; better practice skills w/this group.
10/29/03	Cultural Competency Through Communication	49	Explore 5-step model for cultural growth. Identify indicators, strengths, challenges in moving from 1 step to next. Understand concepts & strategies for integrating equity & fairness into CW services	Course Objectives: 4.36 Course Material: 4.68 Course Trainer: 4.61 Relevancy to Job: 4.41	N/A
11/6/03	Because We are Family: Engaging African-American Families in the Case Planning Process	27	Learn to engage & develop successful relationships with AA families. Learn to assess cultural strengths of AA families, identify & engage resources in AA community.	Course Objectives: 4.27 Course Material: 4.44 Course Trainer: 4.46 Overall Effectiveness: 4.58	More aware of value of history, church & spiritual connections, community resources & extended family. More sensitive practice skills & manners w/clients.
12/12/04	Brown Bag Lunch: Video--"Antwone Fisher" (½ day)	14	Support and complement ideas and issues that were explored in previous trainings on AA community & culture.	N/A	N/A
1/28/04	Behind Those Baggy Pants: Engagement, Empowerment, Encouragement of Black Youth	37	Understand cultural context of black youth, strategies to engage, empower, & encourage black youth. Identify communication strategies & community resources for black youth.	Learning Objectives: 3.95 Course material: 4.54 Course Trainer: 4.18 Effectiveness of Presentation: 4.32	More conscious of perceptions & importance of staying positive, better able to communicate w/youth, gained useful readings & resources. See value of role models for black youth.

2/19/04	Traditional Cultural Values Among Latino Families and Creating Positive Diversity Conversations (½ day)	54	Validate use of "intuitive wisdom" & implied optimism w/client groups. Better define problems, resolutions, roles, & goals. Understand generational & cultural patterns of abuse. Discuss resiliency of Native cultures, identify limitations of assimilation scales.	Learning Objectives: 3.85 Course material: 4.53 Course Trainer: 4.11 Overall Effectiveness: 4.25	Respecting & understanding cultural differences between worker & client. Better able to interview diverse client groups, aware of 1st impressions, history, DV & mental health.
3/9/04	Domestic Violence in Latino Families	47	Study psychological dynamics of DV homes, neurobiology of trauma & treatment. Explore attachment theory & DV cases. Study Latino populations in Bay Area, nuances of case planning, & treatment of DV & substance abuse w/emphasis on Co-morbidity.	Learning Objectives: 4.2 Course material: 4.51 Course Trainer: 4.63 Effectiveness of Presentation: 4.58	Develop more connections w/ families: learn about culture, history & background. Be aware of signs of DV & resources for clients. See "good" in batterer, assess situation's lethality.
4/8/04	Asian Americans: Conceptualization of Mental Health, Sources of Stress and Healing Practices	111	Study worldview & history of Asian-American clients & community & their impact on personal & family development. Improve ability to engage & work with Asian American clients.	Learning Objectives: 4.03 Course material: 4.63 Course Trainer: 4.46 Effectiveness of Presentation: 4.44	More sensitive to cultural differences between A/PI clients & myself. Learned new intervention techniques, value of listening to all involved parties w/out assuming anything.
4/29/04	Brown Bag Lunch: Video—"Mi Vida Loca"	10	Support and complement ideas and issues explored in previous trainings on working with Latino families.	N/A	N/A
5/6/04	Home Visiting with Asian/Pacific Islander Families (1/2 day)	32	Explore acculturation & general cultural issues of API immigrant families. Study strengths, challenges, & strategies for working with API clients.	Learning Objectives: 4.47 Course material: 4.72 Course Trainer: 4.74 Effectiveness of Presentation: 4.54	More aware of boundaries, cultural differences & time needed to build trust with A/PI clients, & services available to A/PI community.

Results of Training:

There were a total of 19 training days throughout the series; including 13 full-day and 6 part-day trainings. Attendance was strong in each of the trainings. There were a total of 469 full day and 177 part-day participant slots occupied through the series for a total of 646 participants.

Follow-up points/issues:

- 1) Three half-day meetings (referred to as Brown Bag Lunch) featuring video presentations were not presented as "stand alone" cultural competency trainings. Rather, they are complementary activities designed to foster further critical thinking and discussion around issues presented in previous trainings.
- 2) Overall, attendance was consistent, and improved as the series continued through the year. This demonstrates a genuine concern for, and interest in, cultural competency among CCC staff and service providers.

- 3) Throughout the training series, it was observed that many participants primarily attended workshops that focused on their own ethnicity and culture. In future trainings, steps should be taken to promote more *cross-cultural* learning among participants who come from diverse ethnic groups.
- 4) In addition to this series of workshops and trainings, on a biyearly basis, Contra Costa County collaborates with their community partner, Spirit of Caring; Systems of Care to present training. In May, they presented a training on Asian Americans; Conceptualization of Mental Health, Sources of Stress and Healing Practices. Over 140 Child Welfare staff and service providers attended this training.

Themes that emerged from training evaluations:

- 1) Qualitative evaluations for almost all of the trainings included comments requesting that more time be allotted for the training and/or a second training be offered on the same topic.
- 2) Participants consistently requested more information and/or resources that could be utilized after the training to enhance their personal knowledge and practice skills. This indicates, again, a strong interest in the material presented and support for the trainings and workshops in general.
- 3) Participants' comments also indicated that they gained useful knowledge and perspectives from the trainings, particularly with respect to appropriate vocabulary and terminology to be used in their practice, and strategies and methods for working with diverse client groups with respect and sensitivity.

CCC and Academy coordinators developed several excellent ideas for project components that could not be completed by the project's deadline. These components could be incorporated into the next steps:

- 1) Individual development –case consultation groups
- 2) Working with small groups on specific topics.
- 3) Transfer of Learning Evaluation Process-Utilizing questions to supervisors and trainees to evaluate learning utilizing focus groups.

Next Steps:

Future trainings will branch out from issues of race/ethnicity to other cultural and social issues and demographic groups. Topics will include, among others, poverty, racism, sexism, disability, and generational issues among CW supervisors and supervisees. Future trainings will also address the emerging issues in child welfare, such as permanency in the African American community and valuing the Indian Child Welfare Act The following trainings are scheduled for later this year, with others to follow:

- 1) July 29: "The Multigenerational Workplace"
- 2) September 04: "Creating Communities of Equity: Exploring White Guilt and Privilege"
- 3) October 6: "Impacts of Immigration on Children and Families"
- 4) November 3: "Negotiating Society, Agency and Self: Achieving Fairness and Equity in Child Welfare Services"
- 5) January 2005 "The Cycle of Poverty"

Other activities could include

- Case conferencing as a method of integrating learning and practice on a group level.
- Implementing Transfer of Learning by surveying participants and their supervisors and following up on the results.
- Focus groups to discuss the impact of training on the everyday practice of Child Welfare.
- Evaluating the effectiveness of this project by, re-administering the CWLA tool in September 2004.
- Gather information from staff on the future direction of this series.

Appendix A: Analysis and Summary of Cultural Competency Assessment Surveys:

Section 4: Administration: Chief Executive/Director/Agency Leadership
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NOT ADMINISTERED

Section 5: Policy Development and Program: Leadership/Supervisors
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A. Program Development #1-6

The majority of supervisors and other agency leaders stated that they are familiar with laws and policies affecting service populations, and said they do communicate with outside resources representing communities being served (both when providing services and when evaluating the services it offers). A majority also agree that the agency advocates for programs, policies, and services that support service populations. However, over half of respondents said the agency “rarely” or “sometimes” collects and analyzes cultural data on service providers and service population, and the majority did not think that the agency has a clear process for evaluating programs.

B. Agency Policy and Procedures #7-10

Half of respondents state that the agency “sometimes” includes descriptions of agency policy’s effectiveness on diverse communities, and the other half did not know. The same number also said that the agency “rarely” includes statements of advocacy organizations into policy development process (the remaining 50% answered “rarely”). All respondents said families and all levels of staff are “rarely” or “sometimes” included when setting policies and procedures, and half said these policies and procedures show a respect for—and responsiveness to—needs of diverse clients (remaining half answered “rarely”).

C. Staff Recruitment #11-13

The majority said that the agency advertises staff vacancies in diverse media and through other agencies that represent the service population and actively recruits new employees from these communities. Respondents said that overall, the agency’s job descriptions do indicate that candidates must have experience with culturally and ethnically diverse communities.

D. Staff Retention #14-18

60% of respondents said that the agency “almost always” provides staff with continual cultural competency training, the remaining 40% stated the agency “rarely” does so. 70% said the agency rarely rewards staff who exhibit cultural competence—among other skills—with advancement opportunities. 80% said that the agency has clear nondiscrimination policies, but only half said that the agency “always” reviews its compliance with relevant regulations and laws around nondiscrimination (remaining 42% answered “sometimes”). Over 80% said that the agency is “always” committed to creating an atmosphere of respect and understanding for cultural diversity.

E. Supervision #19-21

87% said administrators “almost always” help staff implement programs and policies in a nondiscriminatory way, whereas 70% said supervisors “sometimes” do the same in a manner that is culturally and linguistically appropriate. All respondents said the agency

“rarely” or only “sometimes” uses client feedback in evaluating the cultural competency of agency staff.

F. Public and Community Relations #22-27

Half of respondents said the agency maintains a list of diverse media contacts and organizations whereas 82% said the agency “sometimes” advertises its programs in diverse media and information networks. 48% said that agency reports, brochures, and other media “almost always” reflect diversity of communities it serves, whereas 81% said “photos and other visual aids” “almost always” reflect diversity of staff and service population. 80% said the agency “rarely” informs the general public and other agencies about cultural issues impacting its programs and services.

G. Resource Materials #28-29

Over half said the agency “rarely” utilizes resources—videotapes, publications, service guides—that address cultural competency in services provided (remaining 30% answered “almost always”). Almost 70% said agency “rarely” involves community leaders, elders, and other resources in developing and delivering services (remaining 30% responded with “almost always”).

Section 6: Service Delivery: Division/Section Supervisors and Service Personnel
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A. Staff Training #1-3

40% said that the agency “rarely” provides trainings on how to work effectively with diverse populations, and 50% said the agency “rarely” offers information on federal and state laws and regulations impacting service populations. Only 20% said that agency “almost always” offers staff opportunities to examine how their beliefs and attitudes affect their work.

B. Case Planning and Assessment #4-8

60% said that staff “rarely” learn about service populations’ cultures and languages. Half said that staff “rarely” conduct culturally competent assessments and case plans and also stated that families are “rarely” involved in developing case plans and goal setting (30% answered “almost always” for both questions). Almost half said that community resources, including cultural and ethnic organizations are “rarely” considered in case planning and half said that staff work with clients in comfortable and familiar settings.

C. Case Services/Intervention #9-17

About half of respondents stated that agency staff are “rarely” aware of and sensitive to informal networks, cultural strengths, and issues around acculturation and assimilation of client populations (the remainder said “almost always” or “don’t know”). Half said that line supervisors and workers “rarely” understand child-rearing and family functioning from perspective of client populations, and 40% responded “almost always.” 40% said supervisors “rarely” offer support and guidance to staff in making culturally competent decisions about service delivery (another 40% responded with “almost always”). Over 50% said that agency services are “rarely” designed to meet needs of diverse communities and these services are delivered in locations familiar to clients (one-fourth of respondents stated “almost always” to these questions). 66% of respondents said that bilingual services are “almost always” provided when clients need them, 25%

answered “rarely.” 45% said that in making placement decisions, staff “almost always” consider the impact of culture and ethnicity on clients (another 45% answered “rarely”).

D. Service Evaluations #18-19

Half said that family input is “rarely” used in developing outcome objectives of programs and in assessing whether those objectives were met by agency services. Almost 30% answered “don’t know” and 20% stated “almost always” to those questions.

E. Advocacy #20

25% said that the agency “almost always” has clear strategies for culturally competent advocacy and assigns responsibility for this strategy to designated staff. The remaining answered “rarely” and “don’t know.”

Section 7: Children, Youth, and Families Served: Service Population

A. Agency Atmosphere #1-3

Clients overwhelmingly felt comfortable in agency offices, and felt that the agency’s environment represented their communities.

B. Language & Communication #4-6

60% of clients were able to understand documents and information given to them; one client said that better explanations of legal terms would be helpful. 80% and 70% of clients were able to communicate with agency staff in their first and second languages, respectively.

C. Staff Sensitivity & Concern for Clients #7-11

About 80% felt comfortable with and respected by agency staff, felt that staff cared about and understood needs of their families. One respondent felt that their social worker was very behaved insensitively towards them. However, 60% said that staff were not interested in learning and understanding more about their culture.

D. Quality of Services Provided #12-13

80% felt that they received good services and support from the agency.

E. Ethnicity Represented in Agency Staff #14

60% of clients said that the agency has staff that represent their culture and community.