

# NC Collaborative for Children, Youth, and Families Cultural Competence Committee

This document is divided into two parts. **Part I: Five-Step Strategic Framework** is intended to help move an organization towards an environment of “practiced” cultural competency at all levels of service. **Part II: Recommended Resources** are tools, website, and reports that are intended to help facilitate organizational movement towards cultural competency.

## Part I – Five-Step Strategic Framework

### 1. Needs Self-Assessment:

- What are the indicators and outcomes that demonstrate the agency is culturally competent?
- What are the indicators and outcomes that demonstrate the agency is not culturally competent?

#### **Possible Activities**

- i. Clarify the difference between awareness and competent (understanding and practice)
- ii. Conduct a stakeholders “strengths-needs” assessment
- iii. Conduct a community focus group with other agencies (staff and clients) to assess how “culturally-friendly” the organization is viewed in the community.

### 2. Capacity Building

- What skills and characteristics do agencies need to be culturally competent?

#### **Possible Activities**

- i. Compile feedback from “Strengths-Needs” and Focus Groups
- ii. Research if these skills and characteristics have been identified and defined elsewhere
- iii. By determining “strengths” in Step 1... organizations can build more of that... thus minimizing the needs (hopefully monitoring will show that the needs are reducing).

### 3. Strategic Planning

- What are the priorities to become culturally competent?
- How are those priorities being addressed?

#### **Possible Activities**

- i. Staff, stakeholders and advisory board (created from focus groups?) can prioritize using compile information in Step 2.
- ii. Create sub-groups of the above group for each priority to create a plan for their assigned priority.
- iii. Determine whether different cultures present in the community have different priorities.

### 4. Implementation of Evidence-Based programs, policies, and practices

- Who will implement the plan?
- Who needs to provide the leadership for the plan?

- Where can we find programs, policies, and practices that are evidence-based?

**Possible Activities**

- i. Legislative “push” to get agencies to evaluate this issue initially
- ii. Organizational Peer pressure
- iii. Organizational leadership provided from the top... create a culturally competent week or day or celebration for reporting on the above steps and motivate everyone staff, stakeholders, and community.
- iv. Research to locate evidence-based practices... incorporate into strategic plan, celebrations, etc. If nothing is found, organization can use the opportunity to document their work and publish their organizational change – maybe become a model program

## 5. Evaluation and Monitoring

- Who will be responsible for monitoring and evaluating the plan?
- Who will document the results?

**Possible Activities**

- i. Diverse community board of advisors as determined in Step 3 can monitor the strategic plans they created.
- ii. Organizational leadership will need to require updates.
- iii. Maybe an intern can document and compile the results?

## Part II – Recommended Cultural Competency Resources

The following websites and resources are recommended by this committee too assist in developing an agency atmosphere of cultural competency. **These sites touch a range of different cultures.** When looking for more information about a specific nationality or cultural group, there is a wealth of information available through a “google” search.

### 1. Casey Family Programs

The “Knowing Who You Are” Video and study guide for group discussion--Would recommend this for use in staff training. Could also be used effectively in a workshop as a discussion starter for foster parents or foster care alumni. This is a 24-minute video where 23 individuals (youth in care, alumni, child welfare professionals, birth families, and resource families) share their perspectives about why race and ethnicity matter and the importance of integrating racial and ethnic identity into child welfare practice. Video design and intent: Besides raising awareness, the Knowing Who You Are video acknowledges the discomfort many people feel around discussing these issues and inspires viewers to confront their fears and begin conversations about race and ethnicity and their impact in society and in the child welfare system.

<http://www.casey.org/Resources/Projects/REI/KnowingWhoYouAreVideo.htm>

There are also two other components (a free, online course, and a two-day face-to-face event) which some individuals or organizations may find helpful.

<http://www.casey.org/Resources/Projects/REI/>

## **2. Robert Wood Johnson Foundation's Speaking Together: National Language Services Network**

<http://www.speakingtogether.org>

Includes the guidebook, Speaking Together—Tools for Improving Language Services Delivery. Outlines specific strategies and tools that help hospitals build effective language services programs. Website includes “patient stories” that could be used by agencies as scenarios for assessing own services. Outlines a process and lists examples of performance improvement measures—a nice model for agencies.

## **3. Office of Minority Health**

<http://www.omhrc.gov/templates/browse.aspx?lvl=1&lvlID=3>

Provides the following: resources; cultural competency defined; training tools for health and human care providers; misc. reports; information on federal laws, policies and initiatives; national standards on culturally and linguistic competence.

- [Culturally Competent Nursing Care: A Cornerstone of Caring](#)  
This is a free online educational program designed specifically for nurses and is accredited by the American Nurses Credentialing Center. The course features video-based case studies and interactive tools that can be completed anytime and anywhere to accommodate busy nurses.
- [A Physician's Practical Guide to Culturally Competent Care](#)  
The cultural competency curricula offers information about a variety of cultural, language services and organizational issues using a variety of engaging case studies and real feedback from providers in health care settings. This program equips physicians with awareness, knowledge, and skills to better treat the increasingly diverse U.S. population they serve.
- [A Patient-Centered Guide to Implementing Language Access Services in Healthcare Organizations](#) is intended to help healthcare organizations implement effective language access services to meet the needs of their limited-English-proficient patients, and increase their access to health care.

## **4. National Center for Cultural Competence**

<http://www11.georgetown.edu/research/gucchd/nccc>

NCCC, works to increase the capacity of health and mental health programs to design, implement, and evaluate culturally and linguistically competent service delivery systems.

Information for organizations and programs, providers and practitioners, faculty and trainers and youth, families and consumers. Organizational self-assessment tools, guides for cultural competence.

## **5. National Center for Culturally Responsive Educational Systems**

<http://www.NCCRESt.org>

Funded by the U.S. Department of Education's Special Educations Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education.

Included are PowerPoint presentations with a number of group activities that can be used in staff training for educators. Also profiles of several states (including NC) and their efforts to address disproportionality in special education.

## **6. University of South Florida, Louis de la Parte Family Mental Health Institute, Diversity Resources**

<http://home.fmhi.usf.edu/EmployeeResources/DiversityResources.cfm>

This link includes an agency diversity plan, employee resources for diversity planning, and research. The agency plan may be helpful for agencies looking for a structure and terminology. The events and research projects may offer suggestions for academic settings.

## **7. National Alliance of Multi-Ethnic Behavioral Health Associations (NAMBHA)**

NAMBHA is developing a curriculum “Cultural and Linguistic Competence” sponsored by the Human Research Organization (HumRRO), funding provided by the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS). This project is one of a series of activities identified to advance efforts to address mental health disparities under CMHS’ Eliminating Mental Health Disparities (EMHD) Initiative. The training curriculum is predicated on the five essential elements of cultural competence identified by Cross & colleagues in the 1989 seminal monograph, *Towards A Culturally Competent System of Care*. These include: valuing diversity; conducting cultural self-assessments; exploring the dynamics of difference; institutionalizing cultural knowledge; and adapting policies, programs, services and structures to accommodate greater cultural and linguistic competence.

[www.endmentalhealthdisparities.net](http://www.endmentalhealthdisparities.net)

## **8. LGBTQI2-S Learning Community**

Regularly held conference calls. Contact <http://www.tapartnership.org/COP/CLC/lgbtqi2s.php> for more information.

## **9. National Evaluation of the Comprehensive Community Mental Health Services for Children and Their Families Program.**

The Substance Abuse and Mental Health Services Administration's (SAMHSA) Cultural Competence Standards in Managed Care Mental Health Services recommends that system of care grant communities regularly conduct self-assessments of their cultural and linguistic competence (CLC) practices and policies and utilize the findings to make improvements.

**View this report and appendixes have additional resources.**

[http://download.ncadi.samhsa.gov/ken/pdf/SMA03-3828/CulturalCompetence\\_FINALwithcovers.pdf](http://download.ncadi.samhsa.gov/ken/pdf/SMA03-3828/CulturalCompetence_FINALwithcovers.pdf)

## **10. Culturally Competent Practice with Latino Families**

This guidebook was developed for Georgia Division of Children and Families.

[http://dhr.state.ga.us/DHR-DFCS/DHR\\_DFCS-Edu/Files/Latino Module 1 participant guide 4-25-07.pdf](http://dhr.state.ga.us/DHR-DFCS/DHR_DFCS-Edu/Files/Latino Module 1 participant guide 4-25-07.pdf)

## **11. Connecting Families and Schools; An assessment tool for educators working with culturally and linguistically diverse students**

<http://www.leadersroundtable.org/site/images/stories/PDF/connectingfamilyandschool.pdf>