

Critical Element #5

Services are culturally sensitive

HFNY POLICY AND PROCEDURE MANUAL	
Subject	Culturally Responsive Services
Policy	HFNY programs work toward making all aspects of service delivery culturally responsive and family-centered.
Multi-Site Reference	Q-4.3
Site specific reference	5
Effective date	July 2001
Revised date(s)	June 2007
Appendices	

Rationale:

To ensure that HFNY programs are culturally sensitive to families’ and communities’ unique characteristics. To ensure that all aspects of service delivery (i.e. outreach materials, trainings, assessment, home visiting curriculum, parenting groups, etc.) are culturally responsive and family-centered. To ensure that programs employ ongoing efforts to heighten staff members' awareness of the impact of culture on service delivery, and utilize culture as a family strength and resource.

Procedures:

Each site is to design its services in order to best serve the cultures, ethnicities, and spoken languages that are found in its target community(ies). Services are culturally sensitive and family centered. Materials and presentations for the public, for participants, and for the target population will be participant-centered. (i.e. relevant, culturally responsive, and understandable).

Programs must demonstrate a commitment to hire staff and involve volunteers and community partners who are representative of the language and culture of the population to be served and who are hired from the community targeted for services.

Healthy Families New York Program sites must ensure that cultural diversity training is provided for all staff.

GUIDELINES

1. Cultural characteristics

Programs have a description of the cultural characteristics of its current service population. Cultural characteristics may include features and attributes such as ethnic heritage, race, customs, values, language, age, gender, religion, sexual orientation, social class and geographic origin among others as identified by the

program. Programs can obtain and study records from City/County Planning Boards, City/County Departments of Health, Public Assistance agencies, the U.S. Census, etc. to determine ethnic and cultural characteristics of the community(ies) being served.

2. Personnel and Communication with participants

Programs demonstrate a commitment to hire staff and involve volunteers and community partners who are representative of the language and culture of the population to be served and who are hired from the community targeted for services. Hiring of staff members, particularly Family Assessment Workers (FAWs) and Family Support Workers (FSWs), reflect the ethnic and cultural characteristics of the families served. Programs strive for FAWs and FSWs who can converse with program participants in their native languages. At best, program staff should be able to understand a wide range of cultural belief systems and corresponding behaviors that may affect all aspects of achieving program goals. One avenue to achieving that is to recruit workers from the community and cultures being served. Job descriptions for all staff include relevant bilingual ability and knowledge/experience of cultures served.

3. Collaborating agencies/Advisory boards

Those involved in program planning and management, such as collaborating agencies and/or Advisory Board members include persons and organizations who reflect the ethnic and cultural characteristics of the community. Each program forms solid, working relationships with culturally and linguistically appropriate agencies and organizations in the community in order to best serve program participants.

4. Staff-Family Interactions

Staff work with families in a manner that is individualized and tailored to the unique strengths and needs of each family and is respectful of family traditions, religious beliefs, values, norms, parenting styles, etc.

5. Materials

Written materials for use with families or on display in the program offices reflect the cultures and languages of the participants to as great a degree as possible. When feasible, programs pilot materials for use with the target population (i.e. appropriateness of reading level).

6. Training

Healthy Families New York Program sites ensure that cultural diversity training is provided for all staff.

- Wraparound training, either prior to or following the week of HFA core training, includes at least one session on community-specific cultural competence.
- Follow-up training curricula addresses training needs specific to each community's cultural diversity. (See Required Trainings). Staff is required to attend at least one training per year related to culture. During their first

- year, the wrap around training “The Role of Culture in Parenting” satisfies this requirement.
- Programs work with, or contract with, local agencies within the site's community, and within the region, to plan and provide cultural competence training, as appropriate.

7. Useful Mechanisms for Cultural Sensitivity Review

Programs’ internal procedures include a process to examine how it is providing culturally sensitive services. (See Annual Service Review.) This process may include some of the following mechanisms to ensure they gather the necessary feedback from family and staff.

- participant satisfaction surveys distributed annually to all program participants that include specific questions related to cultural sensitivity
- quality assurance home visit and supervision observations
- resources (literature, journals) so staff can learn how cultural traits of families may be utilized in service delivery
- on-going input from staff documented in team meetings minutes
- annual staff break-out session on cultural competency as it relates to screening/assessment; outreach; home visits and service planning, materials and curriculum, forms, hiring and recruitment, training, and parent groups.
- group supervisors’ planning meetings
- staff training evaluations
- piloting of materials with families, materials review
- participant input from Advisory Committee meetings, parent groups and informal opportunities for feedback to be shared.

HFNY POLICY AND PROCEDURE MANUAL	
Subject	Annual Service Review
Policy	Programs conduct an annual review to address all components of the service delivery system related to cultural competences (e.g., family assessment, service planning, home visitation, and supervision, etc.). The review addresses the project's materials, training and service delivery system.
Site specific reference	1-1.A-B, 1-2,3-4, 5-1, 5-2, 5-3, 5-4, 9-1, 9-4
Effective date	July 2003
Revised date(s)	June 2007
Appendices	Annual Service Review with data reports

Rationale:

To ensure that programs have a process for examining critically and deliberately its current ability to provide culturally sensitive services.

Procedures:

1. All programs complete an Annual Service Review of their program based on the most recent information that is available. This review is reported to the appropriate supervisory or advisory group of the program. This review is completed in the fourth quarter of the program's contact year and submitted at the end of the contract year as the final report (within 30 days) to their OCFS Contract Manager.
2. The first quarterly report for the following contract year should include any comments made by the advisory board and any action plan in place to resolve issues identified in the review, as well as any steps implemented to resolve issues.
3. OCFS monitors the annual service reviews of culturally sensitive practices completed by each site within its system to identify and address any changes that may be needed in the areas of cultural and language diversity, participant-centered perspective, staffing and literacy level of program materials and to ensure ongoing adherence to the standards identified in the site self assessment tool.

Content of reports:

1. The review should be comprehensive. It includes information about the program's materials, training, and all aspects of the service delivery system (assessment, home visiting, and supervision). It includes input from families and program staff and identifies patterns and trends related to program

strengths as well as areas to improve upon such as any culturally sensitive service gaps. (See Culturally Responsive Services: Useful Mechanisms for Assuring Culturally Sensitive Services.)

2. The review includes the following information. (Included in this list are the MIS reports that will assist programs with their review.):
 - Descriptions of how all aspects of service delivery are evaluated for cultural competency. (i.e. assessment, service planning, home visitation, supervision, materials, etc.) (See Culturally Responsive Services.)
Credential report tab: 55. 5-3 Culturally Sensitive Practices
 - A description of the target population that includes key demographic information. (i.e. Live births per year, number of women of child bearing age, number of single parents, age of target population, and race/ethnicity/ cultural/linguistic characteristics.) (Good website for demographics by county:
http://www.nyskwic.org/access_data/map_select.cfm) For program demographics, Reports tab report: H. Program Demographics
 - How many screens were completed this contract year? What are the barriers to reaching universal screening if any? Reports tab: N. Screen/Referral Source Outcome Summary and O. Screen/Referral Source Demographic and Outcome Analysis. Describe any new linkages or process established to achieve universal screening.
 - A description of issues facing the community. (i.e. infant mortality rate, poverty level, teen pregnancy rate.)
 - Where target population can be found. (i.e. agencies, hospitals, etc.)
 - The program's definition of acceptance rate.
 - A description of the population who accepted and refused assessment and why they refused. Credential Tab: 08. 3-4. A and B Retention Rate Analysis
 - A description of how the program is attempting to improve acceptance of the assessment based on the analysis above.
 - A description of the population that is determined eligible to receive services by virtue of scoring 25 or more on the Kempe Assessment tool.
Credential tab: 1-2A and B Kempe Analysis
 - A formal or informal analysis of those who refused the program who were determined to be eligible for services and the reasons why. Credential tab: 1-2A and B Kempe Analysis, Quarterly tab: D. Pre-intake Engagement
 - A description of how the program addresses how it might increase its acceptance rate and a plan to improve this rate.
 - A formal analysis of who dropped out of the program after enrollment and the reasons why. Credential Tab: 08. 3-4. A and B Retention Rate Analysis
 - A description of how the program is addressing its retention rate based on the analysis of factors identified.
 - An analysis of the home visit completion rate and plan to increase the rate.

- For each performance target achieved, are there any particular factors that you attribute success to? For each target not achieved, please describe steps taken, barriers to achievement and plan for overcoming barriers and achieving targets or technical assistance needed. Quarterly Tab: A. Performance Targets, L. Performance Targets for 4 Quarters
- Rate of personnel turnover and analysis of factors resulting in turnover. (See Personnel Turnover.) List any new staff hired during the contract period and date of hire. List any staff that left the program during the contract period, date they left, and reason for leaving. If FSW left the program, how was the caseload shift handled? Did families leave because of turnover? How many? A description of current staff including demographic information. Quarterly Tab: K. Worker Characteristics Summary.