

Greenbook Project
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Cultural Competency Organizational Self-Assessment

Toolkit



***Addressing
Domestic Violence &
Child Maltreatment
In El Paso County, CO
(Colorado Springs)***

**Greenbook
Cultural Competency
Organizational Self-Assessment**

Toolkit

*El Paso County Colorado Greenbook Initiative
(Colorado Springs)*

Downloadable (PDF) versions of these materials are available through the Greenbook website, www.thegreenbook.info.

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Children's Advocacy Center
Colorado Legal Services
Fourth Judicial District Attorney's Office
El Centro de la Familia
El Paso County Department of Health & Environment
The Family Center

Fort Carson Family Advocacy Program
Fourth Judicial District Probation Department
Pikes Peak Mental Health Center
Urban League of the Pikes Peak Region

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1 Introduction

- Introduction

El Paso County Cultural Competency Organizational Self Assessment

Introduction

Purpose of this Binder

Through the work of the Cultural Competency Committee of the El Paso County Greenbook Initiative, we are hopeful this binder will provide our Greenbook Partners and other community agencies with the motivation to implement an organizational cultural competency assessment and strengthen their commitment to operating in a culturally competent manner.

We are hopeful of the resulting “change” work that will occur across our community, led by your organization’s commitment and engagement in challenging itself to be the best it can be.

This binder provides agencies with materials to facilitate the organization’s planning and assessment process. The binder includes:

- background on the development of the self assessment process,
- shared experiences of organizations who have implemented the assessment,
- a guide for implementation planning,
- communication materials,
- the assessment tools that will be used and
- general Greenbook resource materials.

Background of the Greenbook

Researchers have known for years that domestic violence and child maltreatment often coexist in families, however, only recently have communities and individuals from all professions begun to question the wisdom of responding to these forms of violence as if they were separate, unrelated issues. Across the country, many courts, policymakers, and service providers are struggling to find answers to such questions as “How can child protection services work together with domestic violence service providers to enhance the safety of multiple victims in violent homes? How can juvenile courts protect children when their mothers are being battered without revictimizing the mother? How can communities protect battered mothers and their children and hold batterers accountable for their violence?”¹

These and other equally challenging issues led the National Council of Juvenile and Family Court Judges (NCJFCJ) to initiate a project to develop guidelines for practice and policy in cases where domestic violence and child maltreatment overlap.ⁱⁱ As a result, the NCJFCJ convened meetings bringing together leaders in their fields from across the country. Over a series of meetings, topics such as culturally competent practice, battered mothers who abuse their children, batterer accountability, battered immigrant women, supervised visitation and the Indian Child Welfare Act were explored. Out of their work, *Effective Intervention in Domestic Violence and Child Maltreatment Cases: Guidelines for Policy and Practice*, known commonly as the *Greenbook*, took shape, intending to offer communities a guiding framework to develop interventions and measure progress as they seek to improve their responses to families experiencing domestic violence and child maltreatment.ⁱⁱⁱ

The Greenbook maintains 67 recommendations to meet three key goals: to create safety, enhance well-being, and provide stability for children and families. Throughout, the need for culturally competent practice and solutions are recognized as crucial.

Key Recommendations from the Greenbook:

- Cultural competence requires agency leaders to make an ongoing commitment to fact finding in order to determine whether children and families of diverse backgrounds are served fairly and capably by their agencies-in the reporting and substantiating of child maltreatment; in filing of dependency petitions and foster care placements; and in the responses of shelter providers, police and courts to domestic assaults and child maltreatment.

Recommendation 9

- Child welfare agencies, domestic violence programs, and juvenile courts should develop meaningful collaborative relationships with diverse communities in an effort to develop effective interventions in those communities.

Recommendation 10

- Agencies and courts should build staff capacity to attend more competently to clients from diverse communities and income levels.

Recommendation 12

El Paso County, Colorado

Cultural Competency Organizational Self-Assessment

In December 2000, a consortium of 14 local organizations received a federal grant to develop innovative approaches to addressing the co-occurrence of domestic violence

and child maltreatment. The El Paso County, Colorado Greenbook Initiative led by T·E·S·S·A (formerly the Center for Prevention of Domestic Violence), is one of six national sites to implement the best practice principles.

Cultural competency among Greenbook partner agencies is a major focus of the local project. Central to that work, the El Paso County, Colorado Greenbook Initiative developed a Cultural Competency Committee. As part of its task, it developed a definition of cultural competency that serves as a guiding force in its work.

The Greenbook Cultural Competency Committee further identified that culturally competent organizations should consider an in-depth self assessment. This should include looking at their mission statement, policies, procedures, administration and staffing patterns, service delivery practices and approaches, outreach, information systems and telecommunications, professional development activities and physical facilities.

In response to its defining work, the Cultural Competency Committee adapted a variety of organizational self-assessment instruments capable of identifying system strengths, gaps and areas for growth and development. The assessment includes surveys, interviews, facility checklists and document review. Through these processes, staff, volunteers, clients and board members provide feedback about agency policies and practices. The assessment tools provide the structure for the assessment work. Each agency still retains an ability to adapt the process to meet their needs and unique characteristics.

Defining Culture

To guide our work let's consider the definition of culture.

Culture is a set of beliefs, values, arts, morals, habits, and customs that shape the feelings, thoughts, and behaviors of a group of people.^{iv}

- *Aspects of a social environment that are used to communicate values such as what is considered good and desirable, right and wrong, normal, different, appropriate, or attractive.*
- *The means through which society creates a context from which individuals derive meaning and prescriptions for successful living within that culture (language and speech patterns, orientation toward time, standards of beauty, holidays that are celebrated, images of a "normal" family).^v*

Culture is both within our awareness and outside of our awareness. Some examples of culture that can be readily seen include cultural dress and style, greeting practices such as bowing or handshakes, cultural foods, and celebrations. Some examples of culture

that can be outside of our awareness might include concepts of time, relationships to youth, elders and extended family members, spiritual beliefs and concepts of personal spacial distances.

Our understanding of our own culture and cultures other than our own will impact how we interact with people not of our culture. Limited understanding can lead us to making mistaken assumptions or judgments and placing expectations that might not be clear to the other person, and so on.

Definition of cultural competency adopted by the El Paso County, Colorado Cultural Competency Committee:

CULTURAL COMPETENCE: BEHAVIORS, ATTITUDES AND POLICIES THAT REFLECT A CONSISTENCY IN OUR WORDS AND ACTIONS THAT ENABLES A SYSTEM, AGENCY, OR GROUP OF PEOPLE TO WORK EFFECTIVELY IN CROSS-CULTURAL SITUATIONS.

Cultural competence is the integration and transformation of knowledge, awareness and sensitivity about individuals and groups of people into specific standards, policies, laws, practices, and attitudes to increase the quality of life in our community.

The 5 Essential Elements that contribute to an organization's ability to become culturally competent:

- **Value Diversity:** Organizations and individuals must value diversity in order to establish the policies and procedures needed to become culturally competent;
- **Have the Capacity for Cultural Self-Assessment:** Organizations and individuals must establish and understand their own identity in order to develop and implement goals;
- **Be Conscious of the Dynamics Inherent When Cultures Interact:** How and where the services are provided are critical to service delivery;
- **Institutionalize Cultural Knowledge:** All levels of the organization must be culturally aware; and
- **Adapt Service Delivery Based on Understanding of Cultural Diversity:** Programs and services must be delivered in a way that reflects the culture and traditions of the people served.

Source: Government of British Columbia, Ministry for Children and Families

This binder provides you with tools to assist your organization in implementing an organizational self-assessment. Beyond what we offer, your organization provides an internal commitment and dedication that will take the work well beyond what we have offered.

The “change” work that comes as a result of the learning is invaluable and a powerful part of your commitment. The “change” work will be the development and

implementation of responses and strategies that come as a result of your learning from the assessment. The “change” work will also be the leadership that will come from your work influencing other organizations in the community.

ⁱ Susan Schechter and Jeff Edleson. Effective Intervention in Domestic Violence and Child Maltreatment Cases: Guidelines for Policy and Practice. The National Council of Juvenile and Family Court Judges. Reno, Nevada. 1999.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} “Training In Cultural Differences For Law Enforcement/Juvenile Justice Practitioners.” Training Modules American Correctional Association (1993). “Cultural Diversity Training for Law Enforcement: The Basic Course.” Virginia Department of Criminal Justice Services, 1994.

^v Maurianne Adams, Lee Anne Bell and Pat Griffin editors, Teaching for Diversity and Social Justice: A Sourcebook. Routledge, New York & London, 1997.



2 Pilot Sites

- Self Assessment Pilot Sites
- Lessons Learned
- Additional Sites Implementing the Assessment

Self Assessment Pilot Sites

The El Paso County Department of Human Services and T.E.S.S.A. agreed to serve as the initial sites for the assessment process. Their commitment to strengthening their organizations' cultural competency and willingness to "try out" the process has provided us with lessons that are helpful as other agencies step forward.

Reports that both committees provided the El Paso County, Colorado Greenbook Oversight Committee are included here:

Report from the El Paso County Department of Human Services.ⁱ

The El Paso County's Department of Human Services' vision is to eliminate poverty and family violence in El Paso County. The Department works closely with doctors, hospitals, law enforcement officials, schools, and others to identify maltreatment and intervene with families where children have been abused or neglected. Through increased flexibility provided by welfare reform and child welfare managed care, they are making significant improvements in the quality of human services in El Paso County. They design and deliver services according to the following guiding principles: The system of care must be family-driven, protect the rights of families, allow smooth transitions between programs, build community capacity to serve families, emphasize prevention and early intervention, and be effectively integrated and coordinated. Services must be culturally respectful, be evaluated for outcomes continually, be delivered by competent staff, be accessible, accountable, and comprehensive, be individualized to meet the needs of families, and be strength-based and delivered in the least intrusive manner.

El Paso County Department of Human Services participated in the Greenbook Project through a cultural competence organizational self-assessment initiated in the fall of 2002. The Diversity Coalition was asked to analyze this self-assessment and put forth an action plan for El Paso County Department of Human Services for the 2004 calendar year. The Diversity Coalition was started in 1997 to promote and celebrate unique differences in an organizational environment based on the ability to value oneself and others. That is accomplished on many levels, from monthly brown bag luncheons with speakers from diverse cultures, education, ethnicity, race, and experiences to educational fundraisers like the Trivial Bowl, which challenges us in our knowledge of cultural issues. Funds raised by the Diversity Coalition go to the Pikes Peak Community College Foundation for scholarships to support our customers who are pursuing their education.

In analyzing the survey, each Diversity Coalition Steering Committee member received the percentage distributions from the staff survey, the two client surveys, as well as an interview with the Director (at that time, Dave Berns) and findings from a small focus group of eight employees. The employee survey was divided into five categories: Organization Environment, Program Management and Operations, Outreach and Community

Involvement, Service Delivery, and Overall Agency Competence. The first four used a Likert scale and the last was open-ended questions. After discussion among the steering committee members, the following findings and recommendations are being made.

Findings of the Employee Survey

Overall, the organizational environment category received a favorable response, with the majority of people answering that they agreed or strongly agreed that our mission and policies reflect a commitment to serving clients of different cultural backgrounds and that the administrators and staff are interested in and supportive of cultural diversity within the organization. The two sections that had a high percentage of uncertain were questions regarding board members and volunteers. It is likely that the respondents were unclear of who that would be and answered as uncertain. The only question that was over 30% disagreed or strongly disagreed was whether the administration are willing to involve clients, staff and volunteers in organization decision making. That question, however, also had a 27.5% uncertain. Further discussions need to occur to determine the reasons behind the uncertain responses. Since the administration has a priority of including clients and staff in organization decision-making, it could indicate an area for improvement regarding communication among the department staff of how people are involved. The question that would need to be asked would be the reasons behind the disagreed responses. Was it because they did not feel they were a part of decision-making or was it because they did not know that they could be a part of it?

High percentages of uncertain were also evident in the other three categories. There wasn't a lot of difference between whether or not people felt the agency provided adequate training regarding cultures, with 49.2% agreeing versus 31.7% disagreeing. It's interesting to note that 23.8% were uncertain whether or not the agency provided multi-cultural programming and 18.5% were uncertain that the agency provided adequate training regarding cultures.

The overwhelming category that reflected a high percentage of uncertain was in the Outreach and Community Involvement. It was clear from the uncertain percentages of 36.5%, 39.2%, 45.5% and 42.3% that the agency's employees are not well informed about the agency's outreach and community involvement.

In regard to Program Management and Operations, the employees overwhelmingly agree (90.5%) that the agency has policies against discrimination and harassment but 36% were uncertain whether the agency enforces those policies. This is most likely due to the fact that these issues are confidential. Whether the agency addresses cultural tensions that arise also generated an answer of uncertain of 42.9%. This same question, respondents agreed at 34.9% but 27.0% of the respondents disagreed. This is an area that needs to be explored further – what was the reason 42.9% answered uncertain? Regardless, it is disconcerting that 27.0% felt that the agency did not address cultural tensions.

Findings of the Client/Consumer Surveys

Although there was not a large sample for the client surveys (85 for the Family Independence Program and 31 for the Child Welfare), there were some themes that could be extrapolated from the surveys. In each survey, the majority of the people were positive regarding the agency and the staff with whom they worked. In fact, for the question “This agency has provided all necessary supports...), no one (0%) in the Family Independence Program disagreed and only 8.2% answered Not Sure. In the Child Welfare survey, 70.5% of the people agreed with this statement.

In the Child Welfare consumer survey, 64.2% disagreed with “I was asked about my cultural needs and preferences in a way that was comfortable for me” and 68.8% of the responses disagreed that “the actions I have taken with the assistance of my worker have helped me gain employment.” This would be one area that will be addressed in the action plan.

In the Child Welfare survey, it was similar in the agree/disagree responses for the question “Staff members at this agency are genuinely interested in me, my family, and our needs” with agreement being 59.1% and disagreement being 40.9%. This was not surprising, however, given the nature of the casework occurring in Child Welfare.

Also in the Child Welfare survey, 66.7% stated that they agreed with “I was asked about my and my family’s strengths as well as our needs” and 62.5% stated that they had an equal part in developing their service plan. 61.9% said that their opinions, ideas, and suggestions help decide the overall goals for their work together. This shows that 2/3 of the survey respondents felt that they had a part in the planning for their family needs. All in all, the surveys reflect an agency staff that relate well to the consumers, taking into consideration the different cultures.

Recommendations for 2004

1. Continue to implement 2003 Budget strategies that target cultural competence.
2. Continue to implement Family to Family, with focus on community partnership.
3. Continue implementation of Consumer Advisory Council and Training Institute (CACTI), especially focusing on cultural diversity.
4. Continue to address and target over-representation of minorities in foster care and institutions.
5. Provide Core Training in each of the 4 Cornerstones that are mandatory for all workers.
6. Provide Supervisor’s training – how to supervise to best practice.
7. Repeat the survey

8. Sponsorship by Linkages to provide Mission Possible training. Once a month a group of employees from different areas of the agency would participate in Mission Possible. Prior to this, new scenarios will need to be written to include child welfare and adult services.
9. Clarify that the 4 Cornerstones can be obtained by experiential activities in the community. Examples are Ride-a-longs with the police; Ride-a-longs with the Director or the other Administrators to the State (legislature, state department, etc.); Spend time in a wheelchair; volunteering for Feed the Children, Teen Self-Sufficiency events, site visits, etc.
10. Increase communication through a variety of ways. Examples are Linking Lines (Linkages newsletter); use of Intranet – Diversity Coalition site;
11. Mark progress of Hiring Policies within the 49 strategies and continue assessing the diversity of interviewing teams (create a report of the diversity of the teams in 2003 for a baseline for further teams.)
12. Create protocols and provide training on those protocols for staff to know what questions to ask and what help to provide that is specifically culturally respectful and helpful.
13. Provide information to staff about opportunities for input/decision-making. Provide enhanced opportunities for staff involvement in program design and policy development.
14. Provide staff information about current outreach and community involvement activities. This could be accomplished through the Intranet.
15. Provide staff with QA information about discrimination/harassment complaints and dispositions.
16. Develop training for caseworkers regarding asking about cultural needs and preferences.
17. Develop training for “Parent’s Handbook” to target more involvement from families in the case planning.

Report from T•E•S•S•Aⁱⁱ

T•E•S•S•A provides intervention services for adult and child victims of domestic violence in El Paso County, Colorado. T•E•S•S•A's mission is to significantly reduce domestic violence and adult sexual assault through education, intervention, and treatment. In operation for over 25 years, T•E•S•S•A is the only agency in El Paso County that focuses solely and comprehensively on victims and survivors of domestic violence and sexual assault.

T•E•S•S•A's programs and services are designed to ensure the initial safety of domestic violence and sexual assault victims; help victims and survivors increase their knowledge of their options around domestic violence and sexual assault; provide ongoing emotional support and healing through counseling services; and assist clients in developing and reaching their goals for safety and self-sufficiency through T•E•S•S•A's various programs and services, including assistance through the court process, assistance in obtaining employment, transportation, housing and other basic needs.

T•E•S•S•A serves as the Greenbook Initiative fiscal agent. While involved in many aspects of the Greenbook Initiative, they participated in the Greenbook Project through a cultural competence organizational self-assessment. As one of the two pilot agencies, T•E•S•S•A's role provided key information that would be used to represent some of the experience expected by non-profit organizations that may implement the assessment.

T•E•S•S•A initiated their cultural competency organizational self assessment in October 2002. This included implementing all of the Assessment tools which include: conducting a CEO interview, staff survey, volunteer survey, consumer/client survey, facilities check list and documentation review.

Actions resulting from assessment findings

- Developed a Cultural Competency (known as Project Lokahi) and Staff Advisory committees to help provide input and guidance to organizational direction and decision-making
 - Project Lokahi (Lokahi is Unity, Expressed with Harmony in Hawaiian) established a mission statement and goals: **Mission:** To increase T•E•S•S•A's sensitivity and respect for the unique strengths, challenges, and needs of our community members.
- Increased Translation/Interpretation Services
- Outreached to Staff: Increasing Awareness of their Personal "isms"
- Increased Outreach to Underserved Communities
- Improved the Diversity Representation Within/Among the Board, Volunteers, and Staff

T•E•S•S•A's Future challenges

- Re-administering cultural competency survey in October 2004 to determine any change
- Continuing to work on four previous established goals to increase translation/interpretation services, outreach to Staff: increasing awareness of their personal “isms”, increase outreach to underserved communities, and improve the diversity representation within the T•E•S•S•A board of directors, volunteers, and staff
- Continuing efforts to diversify staff, particularly in areas of gender, Spanish-speaking staff, Asian/Pacific Islanders (preferably Korean-speaking) and sexual orientation.
- Providing directed attention to address the board's need for significant diversification.

SAMPLE REPORT PRESENTATION

T•E•S•S•A 's Cultural Competency Assessment Pilot Overview

- Conducted multi-faceted assessment in October 2002:
 - CEO interview
 - staff survey
 - volunteer survey
 - consumer/client survey
 - facilities check list
 - documentation review

Cultural Competency Assessment Pilot

Learning's:

- The assessment and analysis process took longer than expected (about six months)
- The facilities check list and the document review were as valuable as the survey results
- Some survey questions were difficult for the respondent to answer
Hard to differentiate between indifferent vs. don't know; therefore, the Likert scale was changed (uncertain vs. neutral)
- The choice of responses on the document check list and the facilities review needs to be broadened
- Revealed both cultural competency issues as well as staff and volunteer communications issues
- Provided feedback on broader staff issues, not just cultural competency...e.g. staff input into organizational decision making

SAMPLE REPORT PRESENTATION



T·E·S·S·A Overall Results

Survey	# Respondents	Overall Avg Score	Overall Min	Overall Max
Staff	32	2.4	1.6	3.3
Volunteer	33	2.3	1.8	2.8
Consumers	28	1.7	1.3	2.2

LEGEND

1 = strongly agree
2 = agree
3 = uncertain
4 = disagree
5 = strongly disagree
6 = not applicable (*did not include these in calculations*)

In general, the lower the score, the more favorable the rating.

- Tighter distribution in volunteer and consumer respondents vs. staff
- Selection bias among consumers



T·E·S·S·A Overall Results: Staff Survey

Worst Responses

Question #	Question	Avg. Score
26	The agency conducts effective outreach to clients of different cultural backgrounds.	3.1
6	Board members are representative of the community served.	3.2
11	Administrators and board members are willing to involve clients, staff and volunteers in organizational decision making	3.3
27	The agency provides multi-cultural programming to complement a wide variety of cultural events (e.g. Black History Month, Jewish High Holidays, Asian New Year's Celebrations, Gay Pride Festivals).	3.3

LEGEND

1 = strongly agree
2 = agree
3 = uncertain
4 = disagree
5 = strongly disagree
6 = not applicable (*did not include these in calculations*)

In general, the lower the score, the more favorable the rating.

SAMPLE REPORT PRESENTATION



T-E-S-S-A Overall Results: Volunteer Survey

Best Responses

Question #	Question	Avg. Score
1	The agency's mission statement and policies and procedures reflect a commitment to serving clients of different cultural backgrounds	1.8
8	Staff are interested in, and supportive of, cultural diversity within the organization	1.8
14	The agency has policies against discrimination and harassment.	1.8
7	Administrators are interested in, and supportive of, cultural diversity within the organization.	1.8

LEGEND

- 1 = strongly agree
- 2 = agree
- 3 = uncertain
- 4 = disagree
- 5 = strongly disagree
- 6 = not applicable (*did not include these in calculations*)

In general, the lower the score, the more favorable the rating.



T-E-S-S-A Overall Results: Volunteer Survey

Worst Responses

Question #	Question	Avg. Score
29	The agency encourages volunteers to become aware of their own culture, and facilitates the educational process.	2.6
26	The agency provides multi-cultural programming to complement a wide variety of cultural events (e.g. Black History Month, Jewish High Holidays, Asian New Year's Celebrations, Gay Pride Festivals).	2.6
12	The cultural diversity among staff, board, and volunteers of the agency is reflective of the diversity among people served by the agency.	2.6
6	Board members are representative of the community served.	2.8

LEGEND

- 1 = strongly agree
- 2 = agree
- 3 = uncertain
- 4 = disagree
- 5 = strongly disagree
- 6 = not applicable (*did not include these in calculations*)

In general, the lower the score, the more favorable the rating.

SAMPLE REPORT PRESENTATION



T-E-S-S-A Overall Results: Consumer Survey

Best Responses

Question	Avg. Score
I would recommend this agency to other people I know as a place where people are treated well and provided appropriate services and referrals.	1.3
I feel respected, supported, and understood at this agency.	1.4
Staff members at this agency are genuinely interested in me, my family, and our needs.	1.4
This agency has helped me understand my situation.	1.5
This agency has provided me with information and resources to help me access other services I need.	1.6
This agency has provided all necessary supports (for example, an interpreter) needed for my family or me to receive services.	1.6
This agency has served me in a culturally sensitive manner.	1.7
When I first visited this agency, I felt I would be welcome and understood.	1.7

LEGEND

- 1 = strongly agree
- 2 = agree
- 3 = uncertain
- 4 = disagree
- 5 = strongly disagree
- 6 = not applicable (did not include these in calculations)

In general, the lower the score, the more favorable the rating.



T-E-S-S-A Overall Results: Consumer Survey

Worst Responses

Question	Avg. Score
At this agency, I have been treated as a partner in planning for my program and service needs.	2.0
I was asked about my cultural needs and preferences in a way that was comfortable for me.	2.2
I was asked about my and my family's strengths as well as our needs.	2.2

LEGEND

- 1 = strongly agree
- 2 = agree
- 3 = uncertain
- 4 = disagree
- 5 = strongly disagree
- 6 = not applicable (did not include these in calculations)

In general, the lower the score, the more favorable the rating.

SAMPLE REPORT PRESENTATION

T•E•S•S•A's Action Plan

- Developed Cultural Competency (known as Project Lokahi) and Staff Advisory committees to help provide input and guidance to organizational direction and decision-making
- Project Lokahi (Lokahi is Unity, Expressed with Harmony in Hawaiian) established a mission statement and four goals:
 - **Mission:** To increase T•E•S•S•A 's sensitivity and respect for the unique strengths, challenges, and needs of our community members.
 - **Goals:**
 - Increase translation and interpretation services for our clients
 - Outreach to Staff: Increase awareness of our “personal – *isms*,” to include racism, sexism, heterosexism, anti-Semitism, class-ism/class oppression, adult-ism, able-ism, religion-ism & more
 - Increase outreach to underserved communities
 - Improve the diversity representation within the Board, Volunteers, and Staff
- Once the committee established their mission and goals, they began implementation.

Project Lokahi/T•E•S•S•A Accomplishments

– Increase Translation/Interpretation Services

- Developed a written protocol for advocates and court staff outlining steps to consider when referring clients to court
- In the process of developing a written Memorandum of Understanding with the Asian Pacific Development Center; Pikes Peak Center on Deafness; Center for Hearing, Speech & Language; El Centro de la Familia; Sign Language Network; and Foreign Language Center.
- Finalizing the Foto Novella, an illustrated pamphlet depicting ‘stories’ related to Domestic Violence for clients at the Safehouse and to be distributed throughout the community
- Translated additional T•E•S•S•A forms into Spanish
- Translating DoVE curriculum into Spanish
- Clients have 24-hour access to a T•E•S•S•A Spanish-speaking employee

SAMPLE REPORT PRESENTATION

- **Outreach to Staff: Increase Awareness of Our Personal –“isms”**
 - Distribute articles and information via email/mailbox highlighting diversity issues and under-recognized holidays/events
 - Created an events calendar highlighting cultural events in our community
 - Resurrected the T·E·S·S·A Book Club: The People’s History of the United States
 - Recreating movie night
 - Numerous in-services at staff meetings: American Disability Association, Asia Pacific Development Center, White Privilege, Lookism, Christianity, Islam, Judaism, Fort Carson Family Advocacy Center and HERstory of the Battered Women’s Movement
 - Implemented various ADA recommendations to improve wheelchair accessibility in T·E·S·S·A’s main office
 - Created a bulletin board at the main office to display articles and information of interest
 - Facilitated tolerance.org exercises in small group [department] discussions (Shedding Light on Color, Oppressed and Oppressors and Personal Isms)
 - Played the ‘Story of Rachel’ video and held a discussion at a staff meeting
 - Avy Skolnik presented to Safehouse staff regarding meeting transgender needs in residential facilities. Safehouse Staff implemented new policy outlined in ‘Transitioning Our Shelters,’ clearly articulating transgender inclusion
 - Avy Skolnik presented to T·E·S·S·A employees and community partners on “Working with Transgender and Intersex Survivors of Domestic Violence”.
- **Increase Outreach to Underserved Communities**
 - Hung ‘Safe Zone’ posters in visible areas throughout the organization
 - Presentation was made to GLBTQ regarding domestic violence/sexual assault

SAMPLE REPORT PRESENTATION

- Arranged for delivery of the African-American Voice to be delivered to T·E·S·S·A's main office. Met with James Tucker regarding publication in the African-American Voice
- Initial discussions held with City of Colorado Springs and Cleo Wallace representatives to leverage community resources for cultural competency
- Business card was put in NetCore, a business directory of GLBTQ friendly organizations
- Advocates met with the Manager of Leonia, a Spanish-speaking supermarket; distributed brochures and other informational material
- **Improve the Diversity Representation Within/Among the Board, Volunteers, and Staff**
 - Began to include job postings at the Pride Center and in Hispania News
 - Created a survey that will be distributed to employee candidates, current employees, current volunteers, current board members and interns in order to assess
 - who we are targeting in our job pool,
 - what their impression is/was of our agency [Anglo/English-speaking versus striving for diversity],
 - are our outreach efforts successful, and
 - overall impression of our agency
 - Met with T·E·S·S·A Executive Committee of Board to discuss the Committee's goals for diversifying the Board

SAMPLE REPORT PRESENTATION

TESSA's Diversity Demographics

	9/01	5/02	8/02	2/03	7/03	3/04	Client 2003	EPC, 2000
Total African Amcn	5%	7%	12%	10%	10%	8%	10%	6%
Total Hispanic	5%	9%	10%	14%	16%	16%	18%	11%
Total Asian/Pac. Islander	0%	0%	0%	0%	0%	0%	2%	3%
Total Native American	0%	4%	2%	0%	2%	2%	2%	1%
Total Other	0%	0%	0%	0%	0%	0%	2%	3%
Total Anglo	90%	80%	76%	76%	72%	75%	66%	76%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Other Aspects of Diversity (self-reported):

- One person with facility in ASL
- One visually impaired person
- Two lesbians; one bisexual

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T•E•S•S•A'S Future & Our Challenges

- **Re-administering cultural competency survey in October 2004 to determine any change**
- **Continue to work on four previous established goals**
- **Continue to diversify staff, especially around**
 - Gender (need men, need trans)
 - Spanish-speaking
 - Asian/Pacific Islanders...preferably Korean-speaking
 - Sexual orientation
- **Board is in significant need of diversification**

Lessons Learned: DHS and T·E·S·S·A

DHS and T·E·S·S·A's experiences conducting the assessment provide some valuable lessons to assist with planning and implementation.

DHS

1. Leadership must be involved at the highest level and fully committed to an open and honest evaluation.
2. An atmosphere of trust must be cultivated with all the stakeholders and participants. This requires considerable planning and broad involvement.
3. All the stakeholders should be informed about how the information will be gathered and how it will be shared. Confidentiality of responses must be closely guarded.
4. Findings should be viewed with excitement and as opportunities for improvement rather than as a criticism of individuals or agencies.
5. Opportunities to discuss the results and to plan for improvements must be provided. Find ways for everyone to contribute.
6. Create an objective system for analyzing the data and keep integrity in the findings. Make sure the sampling methods avoid bias.
7. Honor the time it takes for our customers to provide feedback. Provide compensation for their effort. This also helps to improve response rates.
8. Remember that negative feedback is important and provides valuable guidance for improvement.
9. Most importantly, the assessment must result in substantial activities and improvement. Failure to take action after conducting the assessment undermines trust. The findings, the action plan and the results must be widely shared.

T·E·S·S·A

1. Leadership must support this process and encourage honest feedback.
2. Leadership must be willing to share the information broadly so that staff/volunteers/clients feel that their feedback was taken seriously and so that the organization can address the issues and celebrate the strengths.
3. The process of surveying and analysis took longer than expected (six months).
4. Unbiased consumer responses were difficult to obtain due to the safety issues associated with surveying consumers at home (e.g. sending a survey to a

domestic violence survivor's home) and the transience of the clients. As such, T.E.S.S.A. surveyed clients when they were in their offices/sites, which leads to bias in the sample.

5. The staff results revealed not only cultural competency concerns, but also communications and staff involvement issues within the organization.

**Contact information at El Paso County
DHS:**

Becky Jacobs, Chairperson
Diversity Coalition
Phone: 719-444-8191
Email: rebeccajacobs@elpasoco.com

Marie Parker, Immediate Past President
Diversity Coalition
Phone: 719-444-5211
Email: marieparker@elpasoco.com

Matthew Caywood, Researcher
Phone: 719-444-5484
Email: matthewcaywood@elpasoco.com

Contact information at T•E•S•S•A:

Cari Davis, Executive Director
Phone: 719-785-6806
Email: cdavis@tessacs.org

Sharon Botti
Phone 719-785-6802
Email: sbotti@tessacs.org

Nicole Garst
Lokahi Committee Chair
Phone 719-785-6807
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Additional Sites Implementing the Assessment

Additionally, Pikes Peak Mental Health Center (PPMHCC) conducted the assessment within their organization, following shortly behind the two pilot sites in timing. They shared some of what they learned with the Cultural Competency Committee of the Greenbook Project at their April, 2004 meeting.

Pikes Peak Mental Health

The Assessment Tool was implemented among the CEO, Senior Management, Staff, Volunteers, Board Members and Consumers.

1. Begin the work by defining what is meant by "cultural competence" for your work environment.
2. From the start, get a good snapshot of the local community and the environment. PPMHC sought demographic information from local census data. Additionally,

PPMHC developed a good snapshot of the organization during the time the assessment tools were out. This was helpful for them to use when they were examining the results of their assessment, providing insight into external/internal influencing factors.

3. Conducting a sample group with a “mock” survey would provide some additional information to give the assessment management team some insight into what else they might want to know from the assessment process.
4. Mark or code surveys by departments or localities. PPMHC serves different service populations and residential and non-residential populations. The differences between them can impact some of the answers. Being able to separate by division, department, category, etc. may be helpful in being able to more fully understand the responses given.
 - What are you seeking and what will the “coded” categories give you?
5. Add additional questions to the tools that may give the organization additional information. As long as the organization is engaged in this level of work, it may be beneficial to the organization to add an additional survey or some additional questions to give the organizations more information.
6. When preparing the assessment tools for distribution, allow for more room for narrative comments. The comments provided PPMHC with some helpful information to help in the development of action planning.

Pikes Peak Mental Health Center is already making shifts in some of its work and has developed monthly brown bag cultural competency meetings. They are working on developing their action plan to respond to what they learned about their organizations.

El Paso County Department of Health and Environment

The El Paso County Department of Health and Environment (EPCDHE) conducted the assessment within their organization. They shared some of what they learned with the Cultural Competency Committee of the Greenbook Project at their April, 2004 meeting and the following months.

The EPCDHE Cultural Competency Committee (CCC) was asked to conduct the assessment, complete the analysis and recommend a plan for improvement. The CCC was established in FY 2000 with approximately 12 members. Today, due to attrition and turnover, the committee has 6 active members. The possible organizational assessment participants included: 200 employees, less than 50 volunteers and approximately 25,000 client encounters annually. The mere size of the agency poses its own challenges in managing the assessment. Although the surveys were fully developed and there were

many tools for use during implementation, the task took longer than anticipated—almost seven months total.

Recognizing the limited time of the committee, a graduate student volunteer was recruited. This was very helpful. The semester ended before the project did! It is essential to plan for paid staff time to supplement and replace the volunteer time when the volunteer is no longer available. It is also important to provide any volunteer with guidance, and to support the volunteer with appropriate staff resources in order to accomplish the goal in the time allocated.

The committee supported a process that preserved anonymity and was confidential in all phases. However, before data collection begins, the tools and programs to be used for the statistical analysis must be known and taken into consideration in order to successfully develop the implementation plan, particularly data collection.

The EPCDHE decided to use an electronic data collection process. The electronic process for the survey participants and the automatic data collection failed to maintain the survey data individually as well as in the aggregate. As a result, the types of analysis possible were limited. Additional data entry time was required to correct this planning omission. Also, data could be captured for the paper surveys only, which included approximately 30% of the employees participating, and all the volunteer and consumer surveys. As a result of the above, the analysis of our data has taken an extended time and added effort.

- For purposes of the client survey, the decision was made to group the EPCDHE into the following subgroups: Environmental Health Services, Clinical Care (WIC, Drug and Alcohol, STD, Immunization and Family Planning) and Vital Statistics.
 - The customer or client surveys were completed in two ways. For the Food Service Program, a random sample of restaurant inspection customers from the first quarter of 2004 was selected to receive a mailed survey. The remainder of the customer/client surveys was a convenience sample from individuals receiving service between March 22 and April 2, 2004.
- To encourage participation, EPCDHE offered a pizza party to the area that gathered the most completed surveys. They also offered a chance to win a \$25 gift certificate to Wal-Mart for 2 clients. The success is overwhelming!!
 - Providing an incentive really worked well. EPCDHE received a total of 453 completed surveys, 390 English and 63 Spanish. The Environmental Health staff won the pizza party collecting 101 surveys!!

Additional lessons learned were consistent with those previously described by TESSA, PPMHC and DHS. EPCDHE is developing its implementation plan and continuing its commitment to cultural competency agency wide.

Student volunteers were used in collecting consumer surveys. The following 3 pages include an agenda and the accompanying handout used by EPCDHE in its student volunteer training.

SAMPLE VOLUNTEER TRAINING AGENDA

* The El Paso County Department of Health and Environment provides this agenda used in training their volunteers.

EPCDHE Volunteer Training Agenda

Emma Magaña & Ann Zielinski / 2:30-4:30 PM

- | | |
|--|---|
| <p>I. <u>Introductions</u></p> <ul style="list-style-type: none"> a. Name b. Area of study c. Research/survey history <p>II. <u>Cultural Competence</u></p> <ul style="list-style-type: none"> a. Define <ul style="list-style-type: none"> i. Cultural competence ii. Cultural diversity iii. Cultural awareness iv. Culturally appropriate b. Greater than ethnic/racial background <p>III. <u>Greenbook project</u></p> <ul style="list-style-type: none"> a. Presentation b. Purpose of survey c. Assessment process <p>IV. <u>Volunteer Role</u></p> <ul style="list-style-type: none"> a. Conduct and attire b. Communicate-questions/input c. Confidentiality d. Knowledge of Greenbook project e. Knowledge of survey <p>V. <u>Survey</u></p> <ul style="list-style-type: none"> a. Languages <ul style="list-style-type: none"> i. English ii. Spanish b. Participants must <ul style="list-style-type: none"> i. Read English or Spanish ii. Answer questions independently c. Consent <ul style="list-style-type: none"> i. Participation is voluntary ii. Participation does not affect services provided iii. Responses are confidential d. Review survey <p>VI. <u>Procedure</u></p> <ul style="list-style-type: none"> a. Box with materials needed <ul style="list-style-type: none"> i. Available at EPCDHE ii. Must be picked up before clinic iii. Must be returned after clinic | <ul style="list-style-type: none"> iv. Complete inventory list for re-stocking <p>b. Clinic</p> <ul style="list-style-type: none"> i. Introduce yourself to staff ii. Approach clients after services or if appropriate while waiting iii. Record number of clients approached, refused, completed iv. Collect completed surveys <p>c. Avoid</p> <ul style="list-style-type: none"> i. Helping clients complete survey ii. Giving advice (interpreting meaning of questions) iii. Sharing personal experiences with clients <p>d. Sign-up for clinics</p> <ul style="list-style-type: none"> i. Minimum 2 hours per clinic site ii. Only sign-up for those that you know you can attend iii. Contact persons: Ann Zielinski and Emma Magana <p>VII. <u>The Client</u></p> <ul style="list-style-type: none"> a. Motivation to complete survey <ul style="list-style-type: none"> i. Desire for self-expression ii. Insight iii. Altruism iv. Opportunity for emotional catharsis b. Hesitation to complete survey <ul style="list-style-type: none"> i. Fear of survey ii. Hostility toward the sponsor/organization iii. Perceived invasion of privacy iv. Threatening subject matter v. Cost in time and energy <p>VIII. <u>Questions/Comments/Concerns</u></p> <p>IX. <u>Adjourn</u></p> |
|--|---|

SAMPLE VOLUNTEER TRAINING HANDOUT

* The El Paso County Department of Health and Environment provides this agenda used in training their volunteers.

EPCDHE Volunteer Training Handout – page 1

El Paso County, Colorado Cultural Competency Organizational Self-Assessment:

In December 2000, a consortium of 14 local organizations received a federal grant to develop innovative approaches to address the co-occurrence of domestic violence and child maltreatment. The El Paso County Greenbook Initiative led by T.E.S.S.A. (formerly the Center for Prevention of Domestic Violence), DHS and the Colorado Springs Police Department, is one of six national sites to implement the best practice principles outlined in the National Council of Juvenile and Federal Court Judges' publication *Effective Intervention in Domestic Violence & Child Maltreatment Cases: Guidelines for Policy and Practice* simply known as "The Greenbook."

Cultural competency among Greenbook partner agencies is a major focus of the local project. The Greenbook cultural competency committee adapted a variety of organizational self-assessment instruments capable of identifying system strengths, gaps and areas for growth and development. The assessment includes surveys, interviews, facility checklists and document review. Through these processes, staff, volunteers, clients and board members provide feedback about agency policies and practices.

The assessments provide a baseline of how various groups believe we are doing. Surveys measure the extent our clients or customers believe that we are meeting their needs in a competent and respectful manner. The assessment also looks at issues of disproportionate representation, composition of staff and availability and flexibility of resources.

Through an extensive collaborative effort, El Paso County agencies and organizations came together to conceptualize and write a grant to become one of six demonstration sites to implement the Greenbook principles.

The six demonstration sites include:

- El Paso County, Colorado
- Grafton County, New Hampshire
- Lane County, Oregon
- St. Louis County, Missouri
- Santa Clara County, California
- San Francisco County, California

El Paso County Greenbook Initiative Lead Agencies:

T·E·S·S·A	Colorado Springs Police Department
El Paso County Department of Human Services	(DVERT)
Fourth Judicial District Courts	CASA of the Pikes Peak Region

El Paso County Greenbook Initiative Partner Agencies:

Centro de la Familia	Fourth Judicial District Probation
Children's Advocacy Center	Department
Colorado Legal Services	Ft. Carson Family Advocacy Program
El Paso County Department of Health & Environment	Office of the District Attorney
Family Center	Pikes Peak Mental Health Center
	Urban League of the Pikes Peak Region

SAMPLE VOLUNTEER TRAINING HANDOUT

EPCDHE Volunteer Training Handout - page 2

Definitions:

Cultural competence-A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among people and enables them to work effectively in cross-cultural situations.

Cultural competence is the integration and transformation of knowledge, awareness and sensitivity about individuals and groups of people into specific standards, policies, laws, practices, and attitudes to increase the quality of life in our community.

Cultural diversity-Differences in race, ethnicity, nationality, religion, gender, sexual identity, socioeconomic status, physical ability, language, beliefs, values, behavior patterns or customs among various groups within a community, organization or nation.

Cultural awareness-recognition of the nuances of one's own and other cultures.

Culturally appropriate- exhibiting sensitivity to cultural differences and similarities, and demonstrating effectiveness in translating that sensitivity to action through organizational mission statements, communication strategies, and services to diverse cultures.

Beyond Ethnic/racial Background:

- Ethnic/racial background
- Gender Culturalization
- Socioeconomic/educational status
- Sexual orientation
- Physical capacity
- Age generational
- Personality type
- Spirituality/Religious beliefs
- Regional perspectives
- New immigrant socialization

The El Paso County Department of Health & Environment:

The primary purpose of public health is to assure that all of us have the opportunity to be healthy in mind, body and spirit. Most of our work is population based-in other words; it focuses on improving the health of the entire community rather than addressing individual health care needs.

Mission

Prevention, People, and Partnership

Endnotes

ⁱ The report from DHS was submitted to the El Paso County Colorado Greenbook Initiative Oversight committee's March meeting, 2004. Respectfully submitted by: Linda Kean, DHS Diversity Coalition Chair.

ⁱⁱ The report from T•E•S•S•A was submitted to the El Paso County Colorado Greenbook Initiative Oversight committee's March meeting, 2004 by Cari Davis, T•E•S•S•A Executive Director.



3 Implementation Planning

- Implementation of the Self-Assessment
- Timeline
- Tracking Forms
- Reporting the Results

Implementation Planning for the Cultural Competency Self-Assessment

Making a decision to participate in conducting the Cultural Competency Self-Assessment is a significant step. Many organizations will struggle with the emotional aspects connected to examining cultural competency. With best of intentions, staff cannot help but wonder what the assessment will uncover, whether it will look favorable on the organization or negatively on the way they are serving diverse communities. In addition, while having a desire to look closely at itself and wanting to make positive changes in its work, some will be concerned about how the results of the assessment will be interpreted and even carried into the public.

Recognizing the immense benefit of undertaking such a project, your agency decided to conduct the Cultural Competency Self-Assessment. Often this decision is made by the Chief Executive Officer. Central to the success of the assessment, will be developing team commitment and involvement that supports and shares the efforts necessary to direct the assessment, developing and implementing a solid communications and work plan and being prepared to engage in the “change” work that comes from the learning developed as a result of the implementation of the assessment.

We provide this implementation planning guide specifically for El Paso County, CO Greenbook Initiative Partners. So, let’s get started...

CEO 1ST STEPS

The agency CEO or equivalent should review all instruments that comprise the self-assessment to assure s/he is familiar with the content and the processes required. The CEO should consider the following as a part of moving forward in conducting the assessment:

- What resources might your agency need to conduct the self-assessment?
 - What support might you need to successfully conduct the self-assessment?
 - What do you intend to do with the information gathered from conducting the self-assessment?
 - What might you need to do to prepare the agency for its participation with the self-assessment?
-

**FORMULATING
COMMITTEE**

The agency CEO appoints a person or committee to manage the assessment process. Designating the “lead” person should happen at this point. This person will serve as Assessment Manager and oversee the coordination and work of the assessment, ensuring the forward movement of the work.

- Skills that will benefit an Assessment Manager include having good attention to detail, an ability to coordinate multiple activities, good follow through, an ability to envision the assessment process, having a commitment to cultural competency and an understanding of the importance of being a culturally competency organization.
- If the organization is large enough to merit a committee to oversee the self assessment, it will be helpful to have representation from:
 - senior management (someone who can help implement changes that may result from the assessment process),
 - service delivery or case management staff (someone who can provide insight into how to most effectively reach the client populations, and
 - historically marginalized communities (they will help the committee by raising or clarifying issues that may not be seen or understood by mainstream populations. It is important to not tokenize this role but to find ways to have multiple representation and voice).
- Some larger organizations may have the benefit of personnel with research experience or research duties. Having this person participate in the implementation and analysis process is very useful.
- For smaller organizations, university students at a Master’s level and above may be able to assist with data/statistical analysis.
- Develop shared responsibility. The committee should work as a team. Responsibility and decision making should be shared across the committee.
- The committee work and the assessment itself will require a commitment of time. This will vary by agency size and resources. It’s important to review all the materials and consider the timeframe carefully to balance with individuals current work loads.
 - Greenbook partner agencies have thought creatively about how to make this work within their

own limitations. One agency was successful in securing a student intern to provide support to the assessment work; additionally, agencies have explored and utilized varying forms of technology to assist in their efforts.

- Think about a system of delivery.
- Consider reading *Lessons Learned* in Section 1 to learn from the experience of local organizations conducting the assessment.

**PREPARE THE
ASSESSMENT
COMMITTEE /
ASSESSMENT
MANAGER**

The assessment manager(s) will review all instruments to familiarize themselves with the surveys that will be implemented as well as consider if a full or modified assessment will be conducted.

Arrange for training of the assessment managers. Determine date and location and secure commitment from the required participants and trainers. Assessment manager(s) will receive training:

- Greenbook 101 (if needed)
- Significance of cultural competency to the GB initiative and background of the assessment
- Review of each instrument
- How to develop informational materials for staff, volunteers, consumers – verbal and written
- How to develop a work plan for implementation
- How to analyze information
- How to report information

**DEVELOP AND
IMPLEMENT
WORK PLAN**

The assessment manager(s) will develop and implement a work plan. It will include:

- 1) Timeframe
- 2) Communication
- 3) Confidentiality
- 4) Surveys
- 5) Analysis
- 6) Action Plan

Technical Assistance is available to Colorado Springs and El Paso County, Colorado Greenbook Initiative Partners.

- The technical assistance can help the committee with:

- initial planning,
- training,
- problem solving and
- developing strategies in response to the assessment findings.

Components of the Work Plan

- 1) **Timeframe.** Determine a target timeframe for the entire process and then for each component. The timeframe should serve as a guide to help move the process along but also should be flexible to accommodate the unexpected or unanticipated. Two sites piloted the assessment tool. Their experiences show us a possible timeframe that can be considered in planning for your agency. Some activities can occur at the same time or one following the other. This will depend on the agency's staffing resources.

Training and motivating the assessment committee. ≈ 2 to 3 weeks

Develop informational materials, announcing and soliciting support for conducting the assessment. ≈ 4 to 8 weeks

Scheduling and conducting the CEO interview. ≈ 2 weeks

Survey implementation:

NOTE: It is important to allow enough time for surveys to be completed while recognizing that giving too much time can become a barrier to getting surveys returned. Give them time to get it done, but not too much time.

Distribution and return of the Senior management/staff surveys. ≈ 2 to 3 weeks.

Distribution and return of the Volunteers Survey ≈ 4 weeks.

Distribution and return of the Consumers Survey ≈ 4 to 6 weeks.

Conducting the Facilities Review. ≈ 1 to 2 weeks.

Conducting the Document Review. ≈ 1-2 weeks.

Data entry will vary by agency depending on the number of surveys to enter. $\approx$ 4 to 12 weeks.

- This requires a significant amount of energy and efforts should be made to provide adequate support to the person(s) entering data to facilitate the completion of this task.
- Having a more complex data base to generate queries is most preferred. This will often be determined by the agency's resources and access to management information systems personnel.

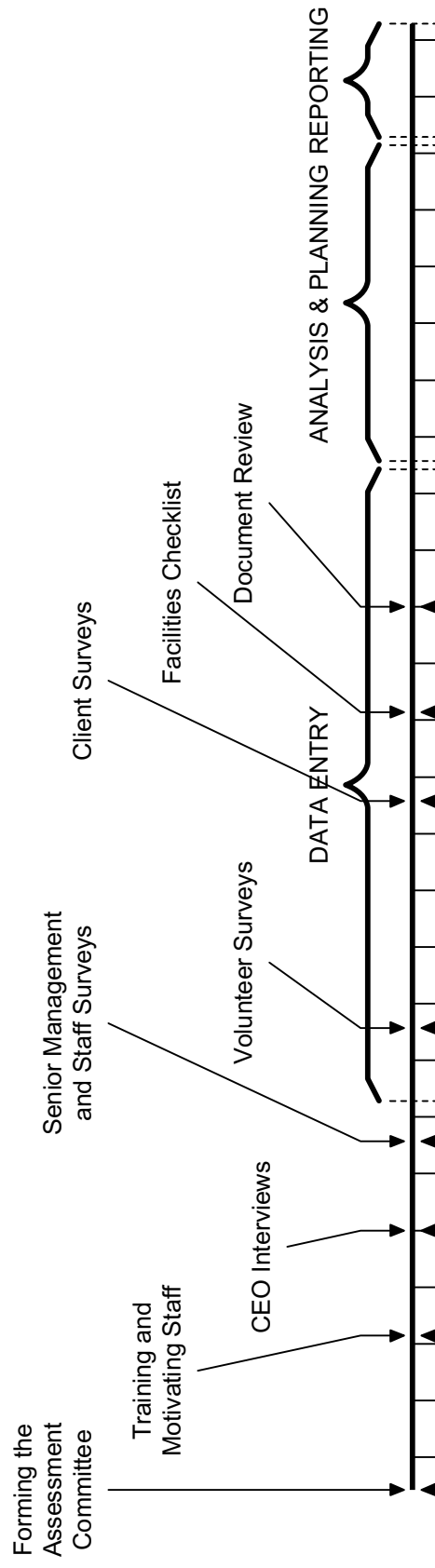
Ideally, if the agency can develop an Access database, this would be preferred. However, Excel can generate some usable information that will benefit the agency. Excel can also be transported into statistical analysis software (SAS).

Analysis. $\approx$ 2 to 8 weeks.

Action planning. $\approx$ 4 to 12 weeks.

- ✓ See Timeline Graphic on next page.

Cultural Competency Organizational Self-Assessment Timeline



Timeframe:

- ☐ Determine the target timeframe for the entire process and then for each component. Two sites piloted the assessment tool. Their experiences show us a timeframe that can be considered in planning for your agency.
- ☐ Forming the assessment Committee.
- ☐ Training and motivating staff: approximately 2 weeks
- ☐ CEO interview: 2 weeks
- ☐ Senior management/staff surveys: 2-3 weeks
- ☐ Volunteer surveys: 4 weeks
- ☐ Client surveys: 4-6 weeks
- ☐ Facilities check list: 1-2 weeks
- ☐ Document review: 1-2 weeks
- ☐ Data entry. Varies significantly by agency depending on the number of surveys to enter and the level of support dedicated to the project. This requires a significant amount of energy and efforts should be made to provide adequate support to the person(s) entering data to facilitate the completion of the task.
- ☐ Analysis
- ☐ Reporting, internally and externally.

- 2) **Communication**. Develop and implement a communications plan that responds to the need for communication among persons responsible for implementing the assessment, communication with persons who might be participating in the assessment and communications to the organization about the results of the assessment.

The following lists some of what may be included:

Assessment team

- Designate a regular meeting time.
- What method will you use for exchanging information among committee members/assessment managers?

Staff, volunteers and consumers

- Develop a method for communicating with persons responsible for distributing surveys outside of the committee.
- Determine the methods for communicating with employees, volunteers and clients who may be surveyed.
 - A personal touch is important. Pilot agencies recognized that talking to people who were responsible for distribution of surveys helped to get the surveys distributed and returned.
- This should include shaping what information is needed to prepare everyone for the upcoming assessment.
 - How will agency build interest and support for responding to the assessment?
 - Explain what will happen with the results collected from the surveys. How it might make things different in the agency?
- Many people get frustrated with surveys if they think that there will not be anything done or that the information will go into a “black hole”.
 - What follow-up information is needed to be reported to the agency/those responding to the surveys?

General

- Will your agency announce to the general public its efforts of conducting the cultural competency self assessment? What does your agency want to share?
- At what point does your agency want to share this information and who will be responsible for this?

- 3) **Confidentiality**. Confidentiality is a very important part of receiving reliable responses to the assessment surveys. There are multiple areas to consider when thinking about confidentiality.
- How will the surveys be returned?
 - Is there a secure location?
 - Are surveys unmarked?
 - What else do you need to consider?
 - If an incentive (cash stipend, gift certificate, etc.) is being distributed to consumers responding, how will confidentiality be ensured for consumers returning surveys?
- 4) **Surveys**. There are seven (7) surveys. It is very helpful for the assessment managers to be familiar with the surveys before beginning this process.
- Determine the respondent group (population or sample).
 - Your agency may have multiple departments. Are you planning to survey the entire agency? Are you intending to survey a department or multiple departments?
 - If you have decided on a sample, determine the necessary size (Technical assistance is available through Terry Schwartz and Associates, LLC – Greenbook Research Partner.)
 - Determine if your agency wants to segment its employees and/or clients into subgroups.
 - In deciding to conduct a cultural competency self assessment, the size of the agency might be significant enough to impede the implementation of an assessment. The agency might decide that it wants to have the benefit of the assessment but cannot dedicate the resources to conduct an agency wide assessment. The agency can determine that it will use subgroups. This could be divided by departments, tasks, client delivery population, etc.
 - If using subgroups, determine population v. sample and sample size if appropriate.
 - **Client population**. Create a master list of the client population to be surveyed. Do not rely on memory. By “mapping” or charting the client populations, it will help the assessment manager to determine a more accurate

timeframe and dedication of staff resources. Decide if the agency will be paying consumers for completing surveys.

- Always over sample.
- One of the pilot agencies coupled another survey in the cultural competency self assessment survey. They used this opportunity to conduct a “client satisfaction” survey at the same time for their agency.
- Establish timelines and a return location. Enter those onto each survey.
- Print the necessary number of surveys (support is available through the Greenbook Project Manager if needed).

Contact Information:

Amber Ptak
(719) 785-6803
aptak@tessacs.org

- Distribute and collect the surveys. Monitor the returns to assure that an adequate response rate is being achieved; reminders may be needed. This where a personal touch may be helpful.

General Information for Survey Directions

In addition to the statements already on the forms and the cover sheet, the directions should include:

- ✓ A statement such as “There are no right or wrong answers in this survey. We want to know how *you* feel about each of these questions. If a particular question truly does not apply to you, please mark N/A.”
- ✓ Where to return the questionnaire and by what date.
 - *I.e. Returning the questionnaire to a locked box in a central location (e.g. break room) rather than to a person or specific office encourages and facilitates confidence in anonymity.*
- ✓ Assurances that while overall results will be shared, individual responses are anonymous.

CEO Interview: This interview is conducted by Terry Schwartz.

Contact Information:

Terry Schwartz
(719)329-1122
TSORGSTRAT@aol.com

Notify T. Schwartz that the process is underway and request that the CEO interview be scheduled. Establish a timeline.

Facility review: Determine the facilities to be reviewed. Assign

individual(s) to conduct the review(s). Establish a timeline.

Document review: Assign individual(s) to conduct the document review. Identify which documents will be reviewed. Establish a timeline.

- 5) **Analysis**. Survey data must be entered and analyzed. This can be a tedious and lonely job. Often, the agency has not allowed adequate resources for this part of the assessment. Support should be provided to the person(s) responsible for entering data.
- Create a system for analyzing data and numbers and keep integrity in the data.
 - For consistency across organizations, Excel is recommended.
 - Support in data entry and analysis will be offered on a time available basis through T. Schwartz as well.
- 6) **Action plan**. A critical part to making the self-assessment a success is to utilize the information collected and lessons learned from conducting the cultural competency agency self-assessment. This is the beginning of your “change” work. It is important that you be thoughtful about how you will take your lessons learned and develop responses and strategies for “change”. Additionally, you will also want to include the process for actual implementation of these responses and strategies.
- Who is involved in developing the action plan?
 - The CEO and/or his/her designees design and implement a process for using assessment results for action planning.
 - Having a committee that includes data people is helpful in being able to understand the data collected.
 - What is included in the action plan?
 - Negative feedback is important and should be accepted as positive.
 - Information gleaned from the assessments should provoke healthy conversation in the organization about areas for improvement or change as well as areas those that are working well.
 - What are your responses and strategies to the information learned?
 - What is your timeline for putting into operation your responses and strategies?

- How will the action plan be shared with the agency, the consumers and the general public?
 - Here is your chance to show your community leadership. You have engaged in a positive process that reflects your organization's commitment to being culturally competent. Other community organizations may not have the benefit of making such a commitment, your efforts can provide model responses, provoke thought and dialogue about your learning and change process. Share it with the community on some level.

REPORTING

As completion of conducting the self-assessment and developing an action plan nears its end, it is time to think about how to report and who to report to on the whole experience.

The report should be considered as a living document that will be viewed by those inside the agency and outside of the agency. It is an opportunity to talk about the strengths of the agency and its commitment to being culturally competent in working with a range of diverse populations.

Assessment manager(s) will report to their CEO and any others the CEO wants included to hear the initial report. The CEO and assessment manager(s) will plan for dissemination of the information as appropriate for each organization.

Suggested Format for Reporting the Results of the Organizational Cultural Competence Self-Assessment:

- Executive Summary
- Introduction – Description of why the assessment was undertaken.
- Methods and Procedures – How was the process implemented; who were the assessment managers; which of the instruments were used; if any instruments were modified, how and why; describe stratification and/or sampling strategy if appropriate; state the time period during which the assessment was conducted; and, describe any other relevant details.
- Findings – This section will have several components. First findings for each instrument can be reported and discussed. Secondly, findings from each can be compared and

contrasted with the others and emergent themes identified. From this, the big picture of the entire assessment can be derived: major themes and issues; and, any areas that appear to need further exploration before conclusions can be drawn.

- Implications and Recommendations – In this section, the work in the Findings section is drawn upon to identify major organizational strengths and areas for development and any additional implications of the findings. The report concludes with recommendations for organizational action.
- Change – share information about how your organization was changed as a result of the assessment.

The final document should be both a report of findings and an assessment of potential action areas that can then be discussed and prioritized as a next step.

WRAPPING UP

Conducting the Cultural Competency Self-Assessment has been a long process. One of lessons learned and validation of what you have already been doing.

- Your agency might consider conducting another assessment at a future point for comparison.
- Your agency might want to share its experience with other agencies, encouraging them to undertake such a process so they too may benefit from this experience.
- Your agency will want to share its experience with the Colorado Springs and El Paso County, Colorado Greenbook Initiative so they may be able to continue to see the benefits of the tool they developed.

Greenbook Project
c/o T·E·S·S·A
320 South El Paso
Colorado Springs, Colorado 80910
Phone (719) 633-1462

References Used For the Development of the Self-Assessment Tools

British Columbia Ministry for Children and Families. *Cultural competency assessment tool*.

Retrieved May 21, 2001 from http://www.mcf.gov.bc.ca/reports_publications.htm

Goode, T.D. (2000). *Promoting cultural diversity and cultural competency: Self-assessment checklist for personnel providing services and supports to children with special health needs and their families*.

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Retrieved January 2, 2002 from

<http://www.mentalhealth.org/cmhs/CommunitySupport/research/publications/pn39C1.asp>

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Retrieved August 8, 2001 from

<http://www.casanet.org/program-management/diversity/cultural-competence.htm>

U.S. Department of Health and Human Services. (1994). *A guide to enhancing the cultural competence of runaway and homeless youth programs*.

Retrieved August 8, 2001 from <http://www.ncfy.com/culguide.htm>

CC Self-Assessment Implementation Plan

CEO Interview

Task	Person(s) Responsible	Timeline	Response Timeline	Action Completed	Notes/Lessons Learned
1. Notify T. Schwartz that assessment is underway; request completion of CEO interview. 2. 3. 4. 5.	1.	1. Notification will be made by (date).	1. Interview to be completed and results reported by (date).	1. (date completed and documentation of completion)	

CC Self-Assessment Implementation Plan

FACILITY CHECKLIST

Task	Person(s) Responsible	Timeline	Response Timeline	Action Completed	Notes/Lessons Learned
1. Determine who will complete the checklist. 2. Give assignment. 3. Train person who will do the facilities assessment. 4. Assessment completed 5. Results provided to assessment manager(s)					

CC Self-Assessment Implementation Plan

STAFF SURVEY

Task	Person(s) Responsible	Timeline	Action Completed	Notes/Lessons Learned
- Determine if staff will be surveyed as a whole or in some subsets. - Determine if all staff or a sample will be surveyed. - Calculate needed sample size if appropriate - Determine timelines for completion and how the survey will be distributed and collected. - Add specific instructions to the instrument. - Copy appropriate number of surveys. - Distribute surveys. - Collect surveys. - Enter data. - Analyze data. - Write report of results; provide to assessment manager(s)	1.			

CC Self-Assessment Implementation Plan

INSTRUMENT _____

Task	Person(s) Responsible	Timeline	Action Completed	Notes/Lessons Learned

Reporting the Results of the Cultural Competency Self-Assessment

For each instrument:

Summary of results

This may be by question and/or by section.

Summary of emergent themes/issues

Themes are not necessarily tied to individual questions, but may bridge several questions.

For the entire process

Introduction – overview of key findings.

Discussion of each instrument, followed by a section analyzing how findings were congruent or contradictory among the various instruments (e.g. senior management and frontline workers saw an area in the same way/in a vastly different way).

Cross-instrument analysis (“big picture” of the entire assessment) and summary of overall themes and issues, organizational strengths and areas for development, any areas that appear to need further exploration before conclusions can be drawn.

Areas for consideration in action planning.



4 Communication Materials

- Communication Materials
- Sample Article
- Sample Flyer
- Sample Cover Pages
 - English
 - Spanish
- Sample PowerPoint Presentation

Communication Materials

for the Cultural Competency Self-Assessment

As a part of the work to inform your organization and the community about your commitment to strengthening your level of cultural competency and conducting the self assessment, this section provides you with sample materials that can be used internally in your organization to inform multiple groups of your efforts.

This section provides you with:

- A sample newsletter article that can be used to inform the staff, your constituency or the community about the upcoming self assessment.
- A sample flyer that can be used to inform the staff, volunteers and constituency of details about the upcoming self assessment.
- 3 sample cover letters that should be attached to each of the surveys. The cover letter for consumers has been translated into Spanish to help you reach your Spanish speaking population.
- A sample PowerPoint presentation that can be modified for your organization to use in presentations about the El Paso County, Colorado Greenbook Initiative and your organization's involvement in conducting a self assessment.

SAMPLE NEWSLETTER ARTICLE

In December 2000, a consortium of 14 local organizations was honored with a \$1 million federal grant to develop innovative approaches to addressing the co-occurrence of domestic violence and child maltreatment. The El Paso County **Greenbook Initiative**, led by T·E·S·S·A (formerly the Center for Prevention of Domestic Violence), the El Paso County Department of Human Services, and the Fourth Judicial District Court, is one of six national sites to implement the best-practice principles published in *“Effective Intervention in Domestic Violence & Child Maltreatment Cases: Guidelines for Policy and Practice” (the Greenbook)*, a 1999 publication of the National Council of Juvenile and Family Court Judges. The grant provides \$350,000 per year for five years.

Cultural competency among Greenbook partner agencies, along with the development of a differential response for families and integration and education of the judicial system, were classified as the focus areas of the grant. Culturally competent concepts to help provide proactive services and supports to battered women were identified at the onset of the grant. They include:

- Defining Cultural Competency on a system and individual level;
- Conducting an assessment of current cultural competency practices in the primary systems (Department of Human services, T·E·S·S·A and the Courts) to identify strengths, gaps and weaknesses; and
- Designing strategies to address present gaps and enhance system strengths.

In addition to these concepts, long-term outcomes related to cultural competency were identified. They are:

- Increased opportunities for diverse populations to access and use voluntary services and supports that meet their needs
- Increased collaborative relationships among Greenbook agencies and agencies serving specific populations
- Increased cultural competency among Greenbook agencies

With the accomplishment of the definition of cultural competency, the Cultural Competency committee proceeded with their next goal: implementing an organizational self-assessment tool. The purpose was to develop (or adopt) an assessment tool that was comprehensive and capable of identifying system strengths, gaps and areas for growth and development among Greenbook partner agencies. The assessment would be administered via interviews and surveys to agency management, staff, boards, consumers and volunteers. The assessment would also include a facilities checklist and document review.

The Cultural Competency committee formulated an organizational self-assessment tool from questions in *A Guide to Enhancing the Cultural Competence of Runaway and Homeless Youth Programs*, National Center on Families and Youth. As mentioned above, the tool has been structured to allow each member of an agency, from volunteers to board members, to provide feedback about agency policies and practices. Consumers and clients will also provide feedback. The surveys are completely confidential and there are no wrong answers. This is an opportunity for community agencies to assess their level of cultural competency and provide a positive response to the families we serve.

Based on recommendations by the Cultural Competency committee, each agency will be responsible for administering the tool and gathering results, analyzing the results, and designing strategies to close gaps and enhance agency and system strengths.

Green Book

Agency Self-Assessment

*Child protection services, domestic violence agencies, and juvenile courts should **treat all people who come before them with respect and dignity...***

- ⇒ **The surveys are completely confidential**
- ⇒ **There are no wrong answers to the survey.**
- ⇒ **The surveying will begin on 9/5/04.**
- ⇒ **An informational meeting will be held on 8/15/04, 11:30 a.m. in the conference room.**

For more information, contact:

Jane Smith
999-9999, x99
Jsmith@agency.com

Why is the Greenbook important?

- ⇒ The (Agency) is a collaborative Greenbook partner, a project working to ensure effective intervention in domestic violence and child maltreatment cases.
- ⇒ We made a commitment to determine whether children and families of diverse backgrounds are being served fairly and capably by (Agency).
- ⇒ We have agreed to participate in a comprehensive cultural competency agency self assessment create a plan to strengthen our assets and improve our deficits.

What is the organizational self assessment?

- ⇒ It is a survey that looks at our ability to serve diverse cultures through:
 - ◆ Reviewing facilities,
 - ◆ Reviewing documents,
 - ◆ Examining policies and practices of the overall organizations.
- ⇒ It identifies our present gaps and current strengths to aid in designing strategies that enhance system strengths.

Why should it be important to me?

- ⇒ You may be asked to participate in the assessment by filling out a survey.
- ⇒ This will provide you an opportunity to influence how the organization looks at our level of cultural competency and how we respond to diverse cultures.
- ⇒ Your participation will help shape a positive response to the families we serve.

SAMPLE COVER LETTER

Cultural Competency Organizational Self-Assessment

One of the desired long-term outcomes of the Colorado Springs and El Paso County, Colorado Greenbook Initiative is increased cultural competence among and across partner agencies. The Cultural Competency Subcommittee identified the completion of an organizational self-assessment (with regard to cultural competence) as a key activity in this process. The assessment has been conceptualized as both a process and a set of tools. The intended outcomes of the self-assessment are the following:

- An understanding of the strengths, gaps, and areas where development is needed among and across Greenbook partners.
- A set of results that will assist the Subcommittee and individual agencies to identify training and other needs to address gaps and developmental issues.
- A foundation for recommendations and action planning that will guide the work of the Subcommittee for the duration of the Greenbook grant.

Other benefits to agencies, according to the Family and Youth Services Bureau, include education of staff, volunteers, and the community; understanding the community's perception of an agency's cultural competence, and justification of the need to commit to the process of enhancing the cultural competence of services.

The Self-Assessment that will be conducted will include examining the following areas:

- Organizational Leadership
- Staff
- Volunteers (including Boards of Directors where applicable)
- Consumers
- Facility checklist
- Document review

The committee is cognizant that some sections/questions may not apply to every organization.

The development of the Organizational Self-Assessment was guided by the definition of cultural competence developed by the subcommittee and endorsed the following principles:¹

- **Inclusiveness** – refers to an organizational system where decision-making includes perspectives from diverse points of view, from within and without the organization where appropriate.
- **Reflecting** cultural differences – refers to the process of identifying or recognizing cultural diversity.
- **Valuing** cultural differences – refers to the process of regarding highly cultural differences. Valuation is demonstrated through the organization's actions, practices and implementation of policies.
- **Employment equity** – Describes approaches to achieving equal access to employment for all groups...The primary focus of employment equity is the prevention, identification and removal of discriminatory barriers in an organization's recruitment, hiring, training, retention, career pathing, promotion and income policies and practices.
- **Service Equity** – ability to provide accessible and relevant services to the targeted groups.

Your participation is valuable to our organization and efforts to strengthen our agency's commitment to its cultural competency work. Thank you.

¹ Source: Government of British Columbia, Ministry for Children and Families

SAMPLE COVER LETTER

Cultural Competency Organizational Self-Assessment

Our agency believes that knowing how to work with many cultures is important. We will be reviewing our whole agency by conducting a **Cultural Competency Organizational Self-Assessment**. It will help us to find out what are the most helpful ways to work in many cultures.

- We want to learn what our strengths are as an organization.
- We want to learn what our gaps are as an organization.
- We want to learn how we can make changes to work well in many cultures.
- The information collected from the **Self-Assessment** will be used to make many changes.

Through the **Self-Assessment**, we will look at:

- Our Management, Staff and Volunteers (including Boards of Directors where applicable).
- Our properties where we do our work.
- Our rules, our way of doing things and the materials we use.

We are asking people who have used our services to help us by filling out a survey. Filling out a survey will be very helpful to us.

We know that all of the questions may not fit for you. Please mark that question N/A and answers the ones that do fit for you.

Your participation is valuable to our organization and efforts to strengthen our agency's commitment to its cultural competency work. Thank you.

AUTOEVALUACION ORGANIZACIONAL COMPETITIVA CULTURAL

Nuestra agencia cree que el saber laborar con diversas culturas es importante. Estaremos evaluando nuestra agencia llevando acabo una **Auto evaluacion organizacional competitiva cultural** . Esta permitira ayudarnos a encontrar cuales son las formas adecuadas de trabajar en un ambiente multicultural.

- Queremos aprender cuales son nuestras fortalezas
- Queremos aprender cuales son nuestras debilidades
- Queremos aprender como realizar cambios positivos en nuestro trabajo dentro de las diferentes culturas
- La informacion recolectadaa de la **AutoEvaluacion** sera utilizada para llevar a cabo varios cambios en la agencia

Atravez de la **AutoEvaluacion** estaremos observando a :

- Nuestra administracion, Nuestro Personal, asi como a los voluntarios (Incluyendo a nuestra Junta Directiva donde sea aplicable)
- Nuestros Establecimientos de trabajo
- Nuestras Regulaciones, Nuestra manera de llevar a cabo nuestro trabajo asi como los materiales utilizados para este fin.

Solicitaremos a las personas que han utilizado de nuestros servicios; ayudarnos llenado una encuesta.

El completar esta encuesta sera de mucha ayuda para nosotros.

Sabemos que no todas las preguntas le corresponderan a usted. Por favor marque la pregunta como N/A sino se aplica a su persona y conteste las que si se apliquen a usted.

THE GREENBOOK GRANT:

Addressing Domestic Violence & Child Maltreatment in El Paso County

El Paso County Collaboration to Address Domestic
Violence and Child Maltreatment
c/o T.E.S.S.A.
P.O. Box 2662
Colorado Springs, Colorado 80901

SAMPLE PRESENTATION

WHAT IS THE GREENBOOK GRANT?

- **Premise:**

- Domestic violence and child maltreatment often occur in the same homes, yet we often treat the issue in separate, fragmented systems.
- We need to develop innovative strategies to address this **co-occurring issue to ensure greater safety of battered adults and their children** with primary focus on the domestic violence system, the human services/child welfare system, and the court system.

- The “Greenbook” is the common name for a 1998 publication entitled “Effective Intervention in Domestic Violence & Child Maltreatment Cases: Guidelines for Policy and Practice.” The National Council of Juvenile and Family Court Judges developed and published this set of recommended principles and practices.

- **The Greenbook’s Guiding Principles:**

- Safety, well-being, and stability for children and families
- Children in the care of their non-offending parent(s)
- Community service system with many points of entry
- Differential response to families

SAMPLE PRESENTATION

WHAT IS THE GREENBOOK GRANT?

- **The Greenbook's Main Focus Areas (the three key systems):**
 - Domestic Violence Services
 - Child Protective Services
 - The Courts
- **Federal Sponsors:** Department of Health & Human Services and Department of Justice
- **Funding:** \$350,000 per year for 5 years.
- **Lead Agencies:** The El Paso County Department of Human Services, The Fourth Judicial District Courts, T.E.S.S.A. (formerly The Center for Prevention of Domestic Violence) and the Colorado Springs Police Department (Domestic Violence Enhanced Response Team)
- **Timing:** 2002 is year two (2) of a five year grant

SAMPLE PRESENTATION

EL PASO COUNTY SNAPSHOT: DV & CM

SAMPLE PRESENTATION

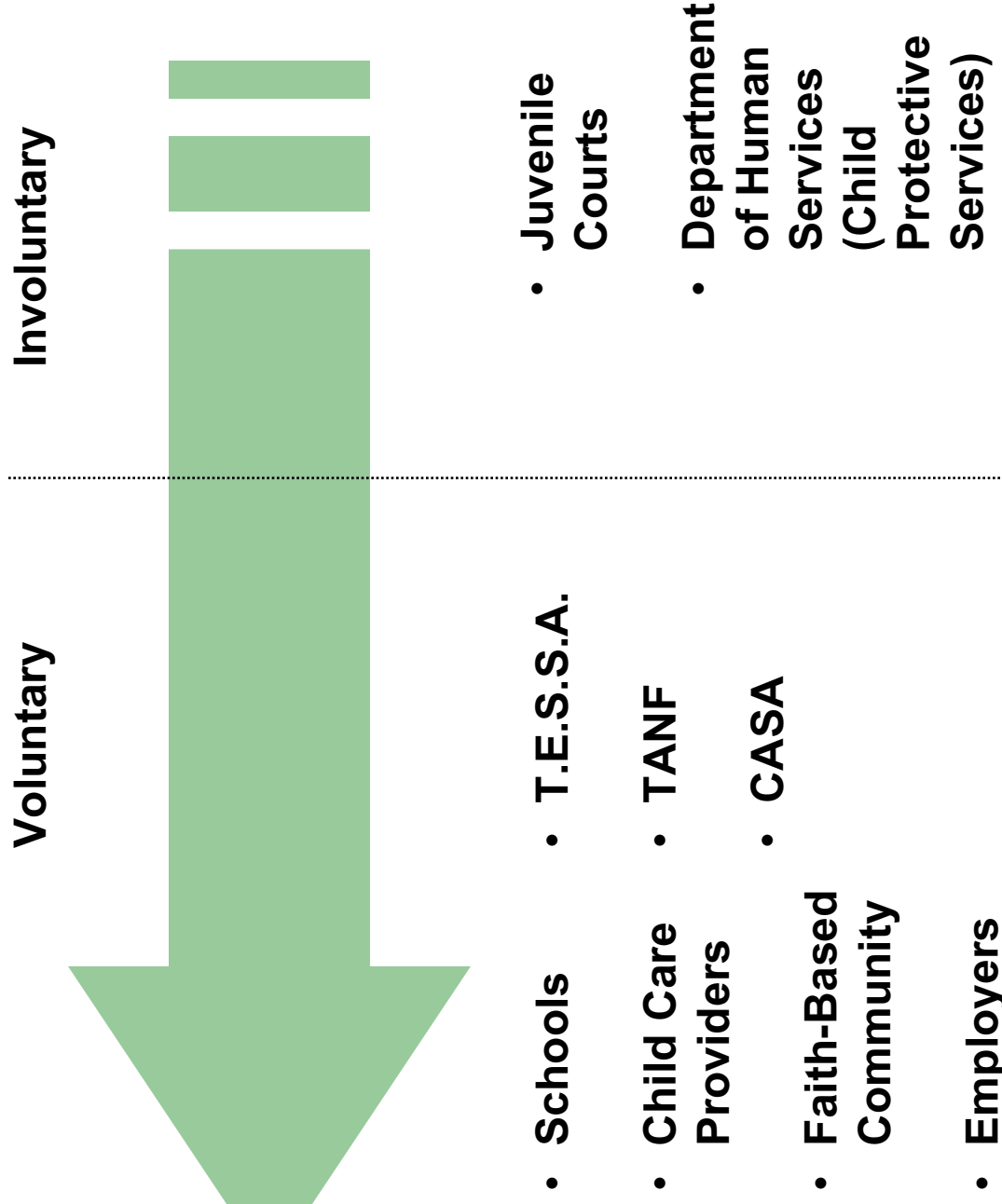
- 36,000 domestic violence (DV) calls per year to the CSPD
- 3,500 arrests per year
- 42,000 DV and sexual assault calls per year to T · E · S · S
 - A's client service lines.
- Over 60% of all DVERT cases involve children
- 6,576 nights of shelter provided at the DV Safehouse in 2003
- 8,466 child abuse/neglect referrals in 2002; 3,971 of these were investigated, 370 were confirmed
- Eight of El Paso County deaths in 2003 were DV-related.
Average number of homicides in previous years has been four per year though in 2002 we experienced 18 DV-related deaths.

VISION

- **DV & CM survivor needs are met without unnecessarily involving the Department of Human Services and/or the Juvenile Courts**
- **Clients feel supported, not re-victimized by our systems**
- **A proactive, holistic approach to DV/CM is part of our community and organizational culture—it is a part of our personal values**

SAMPLE PRESENTATION

SAMPLE PRESENTATION



FOCUS AREAS/WORK GROUPS

- Cultural Competency
- Service Access & Resource Development
- Judicial Education
- Judicial Integration
- Enhanced Offender Accountability Strategies
- Safety and Accountability Audit of Child Protective Services
- Cross Training of Partner Agencies
- Inclusion of Family Representatives
- Frontline Worker Committee

CAPACITY BUILDING – TRAINING/EDUCATION – EVALUATION

SAMPLE PRESENTATION

DEFINING CHARACTERISTICS

- **Appropriate resources/sanctions are used for the appropriate clients at the appropriate times**
- **Collaboration between DHS caseworkers and T·E·S·S·A DV advocates**
- **Family Experts**

SAMPLE PRESENTATION

DEFINING GOALS

- Increased coordination of DV/CM cases in the court system
- Increase legal support options for DV/CM clients
- Use TANF \$ to support anti-violence initiatives
- Assess level of cultural competency among Greenbook partners and design strategies for improvement

SAMPLE PRESENTATION

IMPROVED ACCESS TO COLORADO LEGAL SERVICES
FACILITATE MORE POSITIVE COURT EXPERIENCE

Legal Aid

Client has legal issues

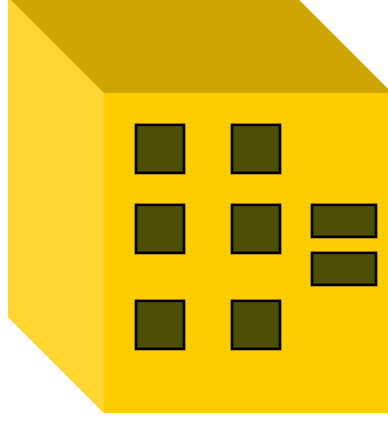


Colorado Legal Services

- Full-time attorney dedicated to DV/CM cases

Restraining Orders
Custody
Visitation
Housing
Public Assistance
Child Support
Immigration

The Courts



SAMPLE PRESENTATION

CULTURAL COMPETENCE

- **Goals:**

- to assess the level of individual and organizational cultural competence in the primary systems
- based on the assessment, to develop (or adopt) strategies to address the gaps/needs
- to implement strategies to address the needs

- **Progress to Date:**

- content expert consultant hired to support/lead the cultural competency committee
- reviewed cultural competency literature: definitions thereof, assessment tools, training/education curricula
- Assessment tools developed/adopted and piloted with DHS and TESSA

SAMPLE PRESENTATION

SAMPLE PRESENTATION

Cultural Competence

Evaluation

Evaluation of our ability to reach clients of color in a culturally competent fashion

Infrastructure

Policies, procedures, tools, and training that respect and reflect the diversity of our community

Implementation

Holistic service provision is culturally competent

Outreach to the growing Asian/Pacific Islander community in our county

Childcare services to primarily African-American and Latino/a families

PROJECTED 2002 OUTCOMES

- **Better identification of DV/CM between DHS and TESSA; individualized approach to addressing it:**
 - Revised Intakes, Assessment, and Planning Tools
 - DV Advocate co-located at Child Protective Services
 - Legal Services Attorney dedicated to serving DV/CM population
- **Improved integration of DV/CM information across court system:**
 - DV/CM Court Case Coordinator to identify and coordinate select cases
 - DV Case Monitor to monitor compliance of misdemeanor DV offenses
- **Education of the Judicial System**
 - DV/CM training planned

SAMPLE PRESENTATION

PROJECTED 2002 OUTCOMES

- **Cultural Competence Assessment**
 - Content expert consultant hired to support/lead group
 - Assessment tools developed/adopted and administered to the primary systems
- **Frontline Worker Committee**
 - Connect frontline workers so there is better identification and understanding of DV/CM and different agency mandates

SAMPLE PRESENTATION

WHY DID WE GET THIS AWARD?

- Long history of collaboration
- Cutting-edge domestic violence programming
- Visionary leadership
- Significant Family Expert involvement

SAMPLE PRESENTATION

IMPLICATIONS

- **Decrease the incidence of DV/CM**
- **Improve safety of DV/CM survivors**
- **Decrease out-of-home placement of children**
- **Decrease child protective services and court system caseloads**

Effecting long term change by impacting individual personal values and beliefs.

SAMPLE PRESENTATION

- **The Asian Pacific Development Center**
- **CASA of Colorado Springs**
- **Centro de la Familia**
- **The Children's Advocacy Center**
- **Colorado Legal Services (Legal Aid)**
- **The Colorado Springs Police Department (DVERT)**
- **The District Attorney's Office**
- **The El Paso County Department of Health & Environment**
- **The El Paso County Dept. of Human Services**
- **Family Center**
- **Family Experts**
- **Fort Carson Family Advocacy Program**
- **The Fourth Judicial District Courts**
- **Pikes Peak Mental Health Centers**
- **T.E.S.S.A. (formerly The Center for Prevention of Domestic Violence)**
- **The Urban League**

SAMPLE PRESENTATION



5 Assessment Tools

- Cultural Competency Self
Assessment
- CEO Interview Protocol
- Senior Management and Staff
Surveys
- Volunteer Survey
- Consumer Survey
(English/Spanish)
- Document Review and Facilities
Checklist

Cultural Competency Self-Assessment Tools

So you decided to conduct the self-assessment, you have been working on developing your implementation plan and now you need to decide whether your organization is suited to conduct a full assessment or a modified assessment.

In order for the El Paso County, Colorado Greenbook Initiative to compare data across its partners, it is making a recommendation that partner organizations choose between utilizing all of the assessment tools or a modified version. Ideally, we would prefer that all the partners implement all of the tools; we do however recognize that some agencies have a larger staff and consumer base while other agencies have a small number of staff with a smaller consumer base.

Full Assessment:

Conducting a full assessment will include the following instruments:

- CEO Interview
- Senior Management Survey
- Staff Survey
- Volunteer Survey
- Consumer Survey
- Facilities Review
- Document Review

Modified Assessment:

If your agency decides to conduct a modified assessment, the Greenbook Cultural Competency Committee recommends that you include the following instruments:

- CEO Interview
- Staff Survey
- Consumer Survey
- Facilities Review
- Document Review

All surveys are provided for you. In addition, a Consumer survey and cover letter¹ translated in Spanish is provided to assist with reaching your Spanish speaking consumer population.

The CEO Interview is unlike other instruments provided and is conducted by an outside interviewer. The information collected by this interview will be helpful in comparing

¹ The cover letter translated in Spanish can be found in Section 3: Communication Materials.

perspective of the CEO to perspective of other staff and consumers. In addition, the CEO interviews will provide an analysis across partner agencies at the end of the Cultural Competency Self Assessment project.

Additional considerations

After reviewing the assessment tools, you might want to consider adding additional questions. Those questions might be able to help you learn additional information about your organization or may help the responder provide more *critical thought* to your organization through their responses. Some examples might be:

- Consumer satisfaction survey, employee satisfaction survey, program evaluation, etc.
- Additional questions to provoke more critical thought might include:
 - *What are some of the steps you suggest our organization might take?*
 - *In response to questions that are more troublesome to you, what additional thoughts would you want to share with us?*
 - *Please state one question that comes up for you when you complete this section.*

Keep in mind as you consider adding additional questions to the assessment tools, we do not want to change the tool itself. What ever you add, please add it to the end of the tool to preserve our ability to compare across our Greenbook Partners. Also, be careful not to make the survey to cumbersome by adding too much. People get tired responding and if the survey gets to long, you may lose some quality in your responses because of this.

Let's get started reviewing the tools...

References Used For the Development of the Self-Assessment Tools

British Columbia Ministry for Children and Families. *Cultural competency assessment tool*.

Retrieved May 21, 2001 from http://www.mcf.gov.bc.ca/reports_publications.htm

Goode, T.D. (2000). *Promoting cultural diversity and cultural competency: Self-assessment checklist for personnel providing services and supports to children with special health needs and their families*.

Retrieved May 21, 2001 from <http://www.gucchd.georgetown.edu/nccc/>

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<http://www.mentalhealth.org/cmhs/CommunitySupport/research/publications/pn39C1.asp>

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<http://www.casanet.org/program-management/diversity/cultural-competence.htm>

U.S. Department of Health and Human Services. (1994). *A guide to enhancing the cultural competence of runaway and homeless youth programs*.

Retrieved August 8, 2001 from <http://www.ncfy.com/culguide.htm>

Organizational Cultural Competency Assessment CEO Interview Protocol

CEO: _____

Organization: _____

Interviewer: _____

Date: _____

Leadership

1. Does your agency have a definition and common understanding of culture?
2. Do you have a working definition of cultural competence?
3. Can you articulate reasons to move toward cultural competence and inspire others to move in the same direction?
4. Can you create a safe climate for discussion of cultural differences and for exploring your own cultural assumptions? How does this happen?
5. Do you have specific priorities for promoting cultural competence in different aspects of your work as a leader?

Organizing Principles/Strategic Plan:

1. Has there been a process for developing a vision, a mission statement and an action plan regarding cultural competence? Has this process been broad and inclusive? Is organizational buy-in strengthened by inclusion of staff at all levels?
2. Does the plan address policy and program development, staff diversity at all levels and outreach and collaboration with diverse communities?
3. Are there clear goals and timetables?
4. Does the plan incorporate internal and external feedback mechanisms?
5. Does feedback also address the impact of program and policy development on diverse communities?
6. Have you allocated adequate resources to implement the plan?
7. Are there feedback and modification processes in place?

Working Atmosphere

1. Has the agency demonstrated interest in cultural diversity in the past year through culturally relevant activities or programs? If so, who initiated these activities and through what process?
2. How does the agency challenge and then allow staff, within a safe and non-blaming environment, to identify and discuss biases in their interactions with staff or clients of different cultural backgrounds?

Program Management and Operations

1. What structure or system does the agency have in place to enhance cultural competence?
2. How do staff request and gather input and advice from different cultural groups in the community?
3. How do the agency's policies and procedures (written and informal) support the agency's efforts to become more culturally competent?

Who participates in the process of developing and evaluating these policies and
4. Through what mechanisms does the agency elicit ideas from staff at all levels, youth, clients, and the general community on new services or projects?

Staff Diversity

1. What do you see as the benefits and value of staff diversity?
2. Is staff diversity a goal at all organizational levels? What concrete steps are taken to build staff diversity at all organizational levels?
3. Have you developed an organizational culture that generally supports staff diversity? Are there organizational practices that support staff members from minority populations? Do staff members from non-majority populations feel they carry a disproportionate amount of the weight of advocacy for cultural competence within the organization?
4. How do administrators implement personnel policies regarding the development and retention of a staff of different cultural backgrounds?
5. What kind of support and training does the agency provide regarding the cultures of populations served?
6. How is individual staff progress in enhancing cross-cultural skills assessed as part of employee performance appraisals?

Outreach and Community Involvement/Collaboration

1. To what extent do outside information sources contribute to the agency's understanding of local community culture(s)?

2. How does the agency involve the broader community in its strategic planning, program development, and evaluation processes?
3. Through what mechanisms does the agency promote communication with local/national advocacy groups that support interests of different cultural groups?
4. To what extent does the agency encourage staff to attend activities of other agencies in the community?
5. How does the agency understand, acknowledge, and address the linguistic diversity of the communities served?

Primary sources for the interview questions: *Cultural Competence and Management*, Mederos; *A Guide to Enhancing the Cultural Competence of Runaway and Homeless Youth Programs*, National Center on Families and Youth; *Cultural Competency Assessment Tool*, Government of British Columbia, Ministry for Children and Families).

Organizational Cultural Competency Assessment Senior Management Survey

As you read the statements, please keep in mind the needs of clients of different racial, ethnic, linguistic, socioeconomic, regional and religious backgrounds, and of different gender, physical capacity, and sexual orientation.

Thank you for your time and thoughtful responses.

DIRECTIONS:

I. Organizational Environment

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
1.	The agency's vision statement, mission statement, and policies and procedures reflect a commitment to serving clients/families of different cultural backgrounds.	1	2	3	4	☐	☐
2.	The agency's personnel policies reflect a commitment to valuing staff diversity and helping staff enhance their cultural competence.	1	2	3	4	☐	☐
3.	The agency's printed materials reflect and affirm the various cultural backgrounds of people served.	1	2	3	4	☐	☐
4.	The location, design, and decor of the facility reflect and affirm the cultural backgrounds of the people served.	1	2	3	4	☐	☐
5.	Board members are interested in, and supportive of, cultural diversity within the organization.	1	2	3	4	☐	☐

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
6.	Board members are representative of the communities served.	1	2	3	4	☐	☐
7.	Administrators are interested in, and supportive of, cultural diversity within the organization.	1	2	3	4	☐	☐
8.	Staff is interested in, and supportive of, cultural diversity within the organization	1	2	3	4	☐	☐
9.	Volunteers are interested in, and supportive of, cultural diversity within the organization.	1	2	3	4	☐	☐
10.	Volunteers are offered orientation and ongoing cultural competency education opportunities.	1	2	3	4	☐	☐
11.	Administrators are willing to involve clients, staff and volunteers in organizational decision-making.	1	2	3	4	☐	☐
12.	The cultural diversity among staff, board, and volunteers of the agency is reflective of the diversity among people served by the agency.	1	2	3	4	☐	☐
13.	The cultural diversity of clients currently served by the agency is reflective of the cultural diversity of the people most in need of services in the broader community.	1	2	3	4	☐	☐

Comments:

II. Program Management and Operations

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
14.	The agency has policies against discrimination and harassment.	1	2	3	4	☐	☐
15.	The agency enforces its policies against discrimination and harassment.	1	2	3	4	☐	☐
16.	The agency's recruitment, interviewing, and hiring processes are supportive of building a diverse staff.	1	2	3	4	☐	☐
17.	The agency provides opportunities for leadership development and advancement for all staff, including staff of different cultural backgrounds.	1	2	3	4	☐	☐
18.	The agency provides adequate training regarding the culture of clients served, staff, community, and the interaction among them.	1	2	3	4	☐	☐
19.	The agency values and recognizes staff that suggests new culturally relevant projects or programs.	1	2	3	4	☐	☐
20.	The agency addresses cultural tensions that arise, both within the organization and within the broader community.	1	2	3	4	☐	☐
21.	The agency supports the ability of staff to raise issues arising from cultural differences.	1	2	3	4	☐	☐

Comments:

III. Outreach and Community Involvement

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
22.	The agency values and uses the advice of people of different cultural backgrounds.	1	2	3	4	☐	☐
23.	The agency consults client and community representatives of different cultural backgrounds in the development of new programs and services affecting their communities	1	2	3	4	☐	☐
24.	The agency conducts effective community outreach in recruiting new staff, board members, and volunteers of different cultural backgrounds.	1	2	3	4	☐	☐
25.	The agency encourages staff to attend or participate in outside cultural activities such as civic meetings, clinics, block parties, and seasonal festivals.	1	2	3	4	☐	☐
26.	The agency conducts effective outreach to clients of different cultural backgrounds.	1	2	3	4	☐	☐

Comments:

IV. Service Delivery

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	N/A
27.	The agency provides multi-cultural programming to complement a wide variety of cultural events (e.g. Black History Month, Jewish High Holidays, Asian New Year's Celebrations, Gay Pride Festivals).	1	2	3	4	☐	☐
28.	The agency welcomes community healers to provide additional support to individuals or families served.	1	2	3	4	☐	☐
29.	The agency encourages staff to draw on the expertise of people of different cultural backgrounds in providing services and provides a mechanism for maintaining communication.	1	2	3	4	☐	☐
30.	The agency encourages staff to become aware of their own culture and facilitates the educational process.	1	2	3	4	☐	☐
31.	Staff understands and respects the communication and other behavioral implications of different client cultures.	1	2	3	4	☐	☐
32.	Staff is encouraged to openly discuss cultural differences and influences with clients.	1	2	3	4	☐	☐
33.	The agency encourages clients to examine their own cultures and the cultures of their peers, and to develop their own appreciation of diversity.	1	2	3	3	☐	☐
34.	The agency recognizes leadership among clients and staff of different cultural backgrounds.	1	2	3	4	☐	☐
35.	The agency considers the cultural implications of various options in making decisions about programs and services offered to clients.	1	2	3	4	☐	☐
36.	The agency values client feedback on its services and its cultural competence	1	2	3	4	☐	☐

Comments:

V. Overall Agency Competence

37. List the five most important diversity-related issues currently facing the agency.

38. List three steps the agency could take to enhance its cultural competence.

39. Overall, on a scale of one to ten (ten being the highest or most competent), rate the current cultural competence of the agency.

1 2 3 4 5 6 7 8 9 10

(Primary source for this protocol: *A Guide to the Cultural Competence of Runaway and Homeless Youth Programs.*)

Organizational Cultural Competency Assessment Staff Survey

As you read the statements, please keep in mind the needs of clients of different racial, ethnic, linguistic, socioeconomic, regional and religious backgrounds, and of different gender, physical capacity, and sexual orientation.

Thank you for your time and thoughtful responses.

DIRECTIONS:

I. Organizational Environment

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
1.	The agency's mission statement and policies and procedures reflect a commitment to serving clients of different cultural backgrounds	1	2	3	4	☐	☐
2.	The agency's personnel policies reflect a commitment to valuing staff diversity and helping staff enhance their cultural experience.	1	2	3	4	☐	☐
3.	The agency's printed materials (brochures, flyers, pamphlets, etc.) reflect and affirm the various cultural backgrounds of people served.	1	2	3	4	☐	☐
4.	The location, design, and décor of the facility reflect and affirm the cultural backgrounds of people served.	1	2	3	4	☐	☐
5.	Board members are interested in, and supportive of, cultural diversity within the organization.	1	2	3	4	☐	☐

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
6.	Board members are representative of the community served.	1	2	3	4	☐	☐
7.	Administrators are interested in, and supportive of, cultural diversity within the organization.	1	2	3	4	☐	☐
8.	Staff are interested in, and supportive of, cultural diversity within the organization.	1	2	3	4	☐	☐
9.	Volunteers are interested in, and supportive of, cultural diversity within the organization.	1	2	3	4	☐	☐
10.	Volunteers are offered orientation and ongoing cultural competency education opportunities.	1	2	3	4	☐	☐
11.	Administrators and board members are willing to involve clients, staff and volunteers in organizational decision making	1	2	3	4	☐	☐
12.	The cultural diversity among staff, board, and volunteers of the agency is reflective of the diversity among people served by the agency.	1	2	3	4	☐	☐
13.	The cultural diversity of clients currently served by the agency is reflective of the cultural diversity of persons most in need of services in the broader community.	1	2	3	4	☐	☐

Comments:

II. Program Management and Operations

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
14.	The agency has policies against discrimination and harassment.	1	2	3	4	☐	☐
15.	The agency enforces policies against discrimination and harassment.	1	2	3	4	☐	☐
16.	The agency's recruitment, interviewing, and hiring processes are supportive of building a diverse staff.	1	2	3	4	☐	☐
17.	The agency provides opportunities for leadership development and advancement for all staff, including staff of diverse cultural backgrounds.	1	2	3	4	☐	☐
18.	The agency provides adequate training regarding the cultures of the clients served, staff, community, and the interaction among them.	1	2	3	4	☐	☐
19.	The agency values and recognizes staff that suggests new culturally relevant projects or programs.	1	2	3	4	☐	☐
20.	The agency addresses cultural tensions that arise, both within the organization and within the broader community.	1	2	3	4	☐	☐
21.	The agency supports the ability of staff to raise issues arising from cultural differences	1	2	3	4	☐	☐

Comments:

III. Outreach and Community Involvement

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
22.	The agency values and uses the advice of people of different cultural backgrounds.	1	2	3	4	☐	☐
23.	The agency consults clients and community representatives of different cultural backgrounds in the development of new programs and services affecting their communities.	1	2	3	4	☐	☐
24.	The agency conducts effective community outreach in recruiting new staff, board members, and volunteers of different cultural backgrounds.	1	2	3	4	☐	☐
25.	The agency encourages staff to attend or participate in outside cultural activities such as civic meetings, clinics, block parties, and seasonal festivals.	1	2	3	4	☐	☐
26.	The agency conducts effective outreach to clients of different cultural backgrounds.	1	2	3	4	☐	☐

Comments:

IV. Service Delivery

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
27.	The agency provides multi-cultural programming to complement a wide variety of cultural events (e.g. Black History Month, Jewish High Holidays, Asian New Year's Celebrations, Gay Pride Festivals).	1	2	3	4	☐	☐
28.	The agency welcomes community healers to provide additional support to people served.	1	2	3	4	☐	☐
29.	The agency encourages staff to draw on the expertise of people of different cultural backgrounds in providing services to clients of those backgrounds, and provides a mechanism for maintaining communication.	1	2	3	4	☐	☐
30.	The agency encourages staff to become aware of their own culture, and facilitates the educational process.	1	2	3	4	☐	☐
31.	Staff understands and respects the communication and other behavioral implications of different client cultures.	1	2	3	4	☐	☐
32.	Staff is encouraged to openly discuss cultural differences and influences with clients.	1	2	3	4	☐	☐
33.	The agency encourages clients to examine their own cultures and the cultures of their peers, and to develop their own appreciation of diversity.	1	2	3	4	☐	☐
34.	The agency recognizes leadership among youth and staff of different cultural backgrounds.	1	2	3	4	☐	☐
35.	The agency considers the cultural implications of various options in making decisions about programs and services offered to clients.	1	2	3	4	☐	☐
36.	The agency values client feedback on its services and its cultural competence	1	2	3	4	☐	☐

Comments:

V. Overall Agency Competence

37. List the five most important diversity-related issues currently facing the agency.

38. List three steps the agency could take to enhance its cultural competence.

38. Overall, on a scale of one to ten (ten being the highest or most competent), rate the current cultural competence of the agency.

1 2 3 4 5 6 7 8 9 10

Organizational Cultural Competency Assessment Volunteer Survey

As you read the statements, please keep in mind the needs of clients of different racial, ethnic, linguistic, socioeconomic, regional and religious backgrounds, and of different gender, physical capacity, and sexual orientation.

Thank you for your time and thoughtful responses.

DIRECTIONS:

I. Organizational Environment

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
1.	The agency's mission statement and policies and procedures reflect a commitment to serving clients of different cultural backgrounds	1	2	3	4	☐	☐
2.	The agency's volunteer recruitment policies reflect a commitment to valuing volunteer diversity and helping volunteers enhance their cultural experience.	1	2	3	4	☐	☐
3.	The agency's printed materials (brochures, flyers, pamphlets, etc.) reflect and affirm the various cultural backgrounds of people served.	1	2	3	4	☐	☐
4.	The location, design, and décor of the facility reflect and affirm the cultural backgrounds of people served.	1	2	3	4	☐	☐

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
5.	Board members are interested in, and supportive of, cultural diversity within the organization.	1	2	3	4	☐	☐
6.	Board members are representative of the community served.	1	2	3	4	☐	☐
7.	Administrators are interested in, and supportive of, cultural diversity within the organization.	1	2	3	4	☐	☐
8.	Staff are interested in, and supportive of, cultural diversity within the organization.	1	2	3	4	☐	☐
9.	Volunteers are interested in, and supportive of, cultural diversity within the organization.	1	2	3	4	☐	☐
10.	Volunteers are offered orientation and ongoing cultural competency education opportunities.	1	2	3	4	☐	☐
11.	Administrators and board members are willing to involve clients, staff and volunteers in organizational decision making	1	2	3	4	☐	☐
12.	The cultural diversity among staff, board, and volunteers of the agency is reflective of the diversity among people served by the agency.	1	2	3	4	☐	☐
13.	The cultural diversity of clients currently served by the agency is reflective of the cultural diversity of persons most in need of services in the broader community.	1	2	3	4	☐	☐

Comments:

II. Program Management and Operations

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
14.	The agency has policies against discrimination and harassment.	1	2	3	4	☐	☐
15.	The agency enforces policies against discrimination and harassment.	1	2	3	4	☐	☐
16.	The agency provides opportunities for leadership development and advancement for all staff, including staff of diverse cultural backgrounds.	1	2	3	4	☐	☐
17.	The agency provides adequate training regarding the cultures of the clients served, staff, community, and the interaction among them.	1	2	3	4	☐	☐
18.	The agency values and recognizes volunteers who suggest new culturally relevant projects or programs.	1	2	3	4	☐	☐
19.	The agency addresses cultural tensions that arise, both within the organization and within the broader community.	1	2	3	4	☐	☐
20.	The agency supports the ability of volunteers to raise issues arising from cultural differences	1	2	3	4	☐	☐

Comments:

III. Outreach and Community Involvement

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
21.	The agency values and uses the advice of people of different cultural backgrounds.	1	2	3	4	☐	☐
22.	The agency consults clients and community representatives of different cultural backgrounds in the development of new programs and services affecting their communities.	1	2	3	4	☐	☐
23.	The agency conducts effective community outreach in recruiting new staff, board members, and volunteers of different cultural backgrounds.	1	2	3	4	☐	☐
24.	The agency encourages volunteers to attend or participate in outside cultural activities such as civic meetings, clinics, block parties, and seasonal festivals.	1	2	3	4	☐	☐
25.	The agency conducts effective outreach to clients of different cultural backgrounds.	1	2	3	4	☐	☐

Comments:

IV. Service Delivery

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
26.	The agency provides multi-cultural programming to complement a wide variety of cultural events (e.g. Black History Month, Jewish High Holidays, Asian New Year's Celebrations, Gay Pride Festivals).	1	2	3	4	☐	☐
27.	The agency welcomes community healers to provide additional support to people served.	1	2	3	4	☐	☐
28.	The agency encourages volunteers to draw on the expertise of people of different cultural backgrounds in providing services to clients of those backgrounds, and provides a mechanism for maintaining communication.	1	2	3	4	☐	☐
29.	The agency encourages volunteers to become aware of their own culture, and facilitates the educational process.	1	2	3	4	☐	☐
30.	Volunteers understand and respect the communication and other behavioral implications of different client cultures.	1	2	3	4	☐	☐
31.	Volunteers are encouraged to openly discuss cultural differences and influences with clients.	1	2	3	4	☐	☐
32.	The agency encourages clients to examine their own cultures and the cultures of their peers, and to develop their own appreciation of diversity.	1	2	3	4	☐	☐
33.	The agency recognizes leadership among clients, staff, and volunteers of different cultural backgrounds.	1	2	3	4	☐	☐
34.	The agency considers the cultural implications of various options in making decisions about programs and services offered to clients.	1	2	3	4	☐	☐
35.	The agency values client feedback on its services and its cultural competence	1	2	3	4	☐	☐

Comments:

V. Overall Agency Cultural Competence

36. List the five most important diversity-related issues currently facing the agency.

37. List three steps the agency could take to enhance its cultural competence.

38. Overall, on a scale of one to ten (ten being the highest or most competent), rate the current cultural competence of the agency.

1 2 3 4 5 6 7 8 9 10

Organizational Cultural Competency Assessment Consumer Survey

Please help us assess our current ability to serve you in a sensitive and effective manner by thoughtfully responding to the questions below. Thank you for your help.

DIRECTIONS:

*Please circle the response that best describes your level of agreement with each statement.
If you believe a statement does not apply to you, check the N/A (Not Applicable) box.*

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
1.	When I first visited this agency, I felt I would be welcome and understood.	1	2	3	4	☐	☐
2.	There are staff and/or volunteers at this agency of similar cultures and backgrounds to mine.	1	2	3	4	☐	☐
3.	There are people of my same culture at this agency.	1	2	3	4	☐	☐
4.	When I was interviewed, I felt the staff member could relate to or understand my culture and background.	1	2	3	4	☐	☐
5.	This agency has helped me understand my situation.	1	2	3	4	☐	☐
6.	This agency has provided me with information and resources to help me access other services I need.	1	2	3	4	☐	☐
7.	I feel respected, supported, and understood at this agency.	1	2	3	4	☐	☐
8.	This agency has served me in a culturally sensitive manner.	1	2	3	4	☐	☐
9.	This agency has provided all	1	2	3	4	☐	☐

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	N/A
	necessary supports (for example, an interpreter) needed for my family or me to receive services.						
10.	At this agency, I have been treated as a partner in planning for my program and service needs.	1	2	3	4	☐	☐
11.	The facilities at this agency meet my needs.	1	2	3	4	☐	☐
12.	Staff members at this agency are genuinely interested in me, my family, and our needs.	1	2	3	4	☐	☐
13.	I was asked about my cultural needs and preferences in a way that was comfortable for me.	1	2	3	4	☐	☐
14.	I was asked about my and my family's strengths as well as our needs.	1	2	3	4	☐	☐
15.	I would recommend this agency to other people I know as a place where people are treated well and provided appropriate services and referrals.	1	2	3	4	☐	☐

16. What was your first impression of this agency?

17. Have you experienced any prejudice or treatment you felt was biased because of your personal characteristics? If yes, please describe.

18. What could this agency do to serve individuals of different cultures more effectively?

19. Do you have any other comments relating to your experiences at this agency?

Encuesta para el Cliente de Aptitud Cultural

Ayúdenos a evaluar nuestra capacidad actual en cuanto a la eficacia y sensibilidad de nuestros servicios, contestando a las siguientes preguntas. Gracias por su cooperación.

INSTRUCCIONES: Encierre por favor en un círculo la respuesta que mejor describa su opinión con respecto a cada pregunta. Si usted creé que alguna pregunta no es referente a usted, marque N/A (no aplica).

	Totalmente de acuerdo	De acuerdo	En desacuerdo	Totalmente en desacuerdo	No estoy seguro/a	No aplica
1 Cuando visité esta agencia por primera vez, tuve la impresión de que sería bienvenido y comprendido.	1	2	3	4	☐	☐
2 En esta agencia hay voluntarios o empleados de culturas y costumbres similares a las mías.	1	2	3	4	☐	☐
3 En esta agencia hay personas que pertenecen a mi cultura.	1	2	3	4	☐	☐
4 Cuando fuí entrevistado, sentí que el empleado me entendía, o se identificaba conmigo culturalmente.	1	2	3	4	☐	☐
5 Esta agencia me ha ayudado a entender mi situación.	1	2	3	4	☐	☐
6 Esta agencia me ha brindado información y recursos para ayudarme a tener acceso a otros servicios que necesito.	1	2	3	4	☐	☐
7 Me siento respetado, apoyado, y entendido en esta agencia.	1	2	3	4	☐	☐
8 Esta agencia me ha proporcionado servicios en una forma sensible culturalmente.	1	2	3	4	☐	☐
9 Esta agencia me ha dado todo	1	2	3	4	☐	☐

	Totalmente de acuerdo	De acuerdo	En desacuerdo	Totalmente en desacuerdo	No estoy seguro/a	No aplica
el apoyo necesario, como por ejemplo, un intérprete para mí o mi familia en el momento de recibir servicios.						
10 En esta agencia he sido tratado como un participante activo en la planeación del programa y servicios que requiero.	1	2	3	4	☐	☐
11 Los servicios de esta agencia concuerdan con mis necesidades.	1	2	3	4	☐	☐
12 Los empleados de esta agencia están realmente interesados en mí, mi familia, y nuestras necesidades.	1	2	3	4	☐	☐
13 Me preguntaron acerca de mis preferencias y necesidades culturales sin hacerme sentir incómodo.	1	2	3	4	☐	☐
14 Me preguntaron acerca de mis puntos fuertes y los de mi familia, así como de nuestras necesidades.	1	2	3	4	☐	☐
15 Recomendaría ésta agencia - a otras personas que conozco - como un lugar en donde a la gente se le trata bien y se le dan buenos servicios y referencias.	1	2	3	4	☐	☐

16 ¿Cuál fue su primera impresión de esta agencia?

17 Ha experimentado mal trato, que usted creé es basado en sus características personales? Si es así, describa por favor.

18 Que podría hacer esta agencia para servir a individuos de distintas culturas en una forma más eficaz?

19 Tiene algún otro comentario relacionado con sus experiencias y esta agencia?

Organizational Cultural Competency Assessment Document Review

Reviewer(s): _____

Date(s): _____

Organization: _____

Documents Reviewed: _____

Section 1

Agree						Disagree	Does Not Apply	
1	2	3	4	5	☐			1) The organization has a mission statement that includes the organization's commitment to serving people of different cultural backgrounds.
1	2	3	4	5	☐			2) The organization has bylaws that include a commitment to serving people of different cultural backgrounds.
1	2	3	4	5	☐			3) The organization has a definition of cultural competence.

Comments:

Section Two: Policies – General

Agree ←————→ Disagree					Does Not Apply	
1	2	3	4	5	☐	4) Organization has specific goals and objectives developed for achieving improved outreach, service delivery, and outcomes for people of different cultural backgrounds.
1	2	3	4	5	☐	5) There are written policies that support the organization's efforts to be culturally competent.
1	2	3	4	5	☐	6) Policies include a process for regular review and evaluation of effectiveness.
1	2	3	4	5	☐	7) Policies include a process for the organization to seek feedback from staff and consumers on its cultural competence.
1	2	3	4	5	☐	8) Policies promote a range of culturally appropriate service models.
1	2	3	4	5	☐	9) Policies shared with consumers are available in different languages.
1	2	3	4	5	☐	10) Policies shared with clients are made available upon request at no charge.

Comments:

Section Three: Procedures – General

Agree ←————→ Disagree					Does Not Apply	
1	2	3	4	5	☐	11) Procedures are in place to help the process of enhancing cultural competence.
1	2	3	4	5	☐	12) Staff is required to recruit vendors and contractors from different cultural communities.
1	2	3	4	5	☐	13) There are procedures in place for obtaining input into agency operations from staff.
1	2	3	4	5	☐	14) There are procedures in place for obtaining input into agency operations from consumers and the general community.
1	2	3	4	5	☐	15) Assessment of cultural backgrounds of people served is part of service delivery models.
1	2	3	4	5	☐	16) There is a complaint and conflict resolution process available to people served.

Comments:

Section Four: Human Resources Policies and Procedures

Agree ←————→ Disagree					Does Not Apply	
1	2	3	4	5	☐	17) The Human Resources policies and procedures communicate the organizational goals of developing a diverse and competent staff.
1	2	3	4	5	☐	18) There are policies and procedures in place to recruit and retain staff of different cultural backgrounds.
1	2	3	4	5	☐	19) Job announcements include references to multicultural skills.
1	2	3	4	5	☐	20) The employment application form includes opportunities to demonstrate multicultural skills (e.g. bilingualism).
1	2	3	4	5	☐	21) Interview protocols for potential employees include assessment of multicultural skills.
1	2	3	4	5	☐	22) Diversity-related information and materials are included in new employee orientation.
1	2	3	4	5	☐	23) The organization has a nondiscrimination policy.
1	2	3	4	5	☐	24) The nondiscrimination policy clearly states what behaviors are prohibited and the consequences for violating the policy.
1	2	3	4	5	☐	25) The organization has a written policy prohibiting sexual, racial and ethnic harassment.
1	2	3	4	5	☐	26) There are policies and procedures for conflict resolution between or among staff members, including those arising from cultural differences.
1	2	3	4	5	☐	27) There are flexible benefits available for employees to take leave on other than standard holidays.
1	2	3	4	5	☐	28) Performance evaluations have a section on cultural competence as it relates to the job description.

Agree ←————→ Disagree					Does Not Apply	
1	2	3	4	5	☐	
					☐	29) There is a policy requiring compliance with the Family Medical Leave Act.
					☐	30) There is a policy requiring compliance with the Americans with Disabilities Act.
					☐	31) Job descriptions reflect specific cultural expectations.

Comments:

Section Five: Policies and Procedures – Staff Development

Agree ←————→ Disagree					Does Not Apply	
1	2	3	4	5	☐	32) The organization provides support and education regarding cultural diversity.
1	2	3	4	5	☐	33) There is dedicated time for cultural competence/diversity training.
1	2	3	4	5	☐	34) Training topics include nonverbal and verbal communication differences and behavioral differences of multiple cultures.
1	2	3	4	5	☐	35) The organization facilitates enhanced cultural relations through a variety of means such as guest speakers, multicultural events, etc.

Comments:

Section Six: Policies and Procedures – Board of Directors

Agree ←————→ Disagree					Does Not Apply	
1	2	3	4	5	☐	36) There are procedures in place to increase the diversity of Board membership.
1	2	3	4	5	☐	37) There are procedures in place to assure the Board acquires and considers input from consumers.
1	2	3	4	5	☐	38) There are procedures in place to assure the Board acquires and considers input from the community at large.
1	2	3	4	5	☐	39) The organization facilitates enhanced cultural relations through a variety of means such as guest speakers, multicultural events, etc.

Comments:

Section Seven: Other Reviewer Comments

Comments:

Organizational Cultural Competency Assessment Facilities Checklist

REVIEWER (S): _____

ORGANIZATION: _____

DATE OF REVIEW: _____

You may want to use a separate Facilities Checklist for each site you review.

SITE BEING REVIEWED: _____

Agree ←————→ Disagree					Does Not Apply	
1	2	3	4	5	☐	Organization accessible to people and community to be served
1	2	3	4	5	☐	Access to public transportation
1	2	3	4	5	☐	Hours convenient for people and families with non-traditional schedules
1	2	3	4	5	☐	Located in neighborhood that population lives or works in
1	2	3	4	5	☐	Child care facilities available
1	2	3	4	5	☐	Systems/structures allow ease of access for physically challenged individuals
1	2	3	4	5	☐	Bathroom facilities for physically challenged
1	2	3	4	5	☐	Parking facilities for physically challenged
1	2	3	4	5	☐	Wheelchair accessible facilities
1	2	3	4	5	☐	Drinking fountains/sinks accessible to physically challenged

Agree ←————→ Disagree					Does Not Apply	
1	2	3	4	5	☐	Designated and clearly marked fire/escape routes for physically challenged
1	2	3	4	5	☐	Systems/structures allow ease of access for linguistically diverse individuals
1	2	3	4	5	☐	Floor/room and other signs in Braille and languages of populations served
1	2	3	4	5	☐	Staff in reception area can communicate in the languages of the people served and community
1	2	3	4	5	☐	Materials available in the languages of the people and community served
1	2	3	4	5	☐	Interpreters are available to communicate in primary or preferred language of consumers.
1	2	3	4	5	☐	Facility appearance is safe and inviting for people from different cultural backgrounds
1	2	3	4	5	☐	Lighting in parking lots
1	2	3	4	5	☐	Security available if needed
1	2	3	4	5	☐	Facility has controlled access if needed
1	2	3	4	5	☐	Interior design of facility reflects cultural backgrounds of community and populations served. (e.g. artwork, photographs, calendars, furniture, and space distribution)
1	2	3	4	5	☐	Pieces listed above produced in local community by populations served
1	2	3	4	5	☐	Spaces in facility designed in specific cultural motif
1	2	3	4	5	☐	Facility offers both private and community space

Agree ←————→ Disagree					Does Not Apply	
1	2	3	4	5	☐	Music played in common areas reflect populations served
1	2	3	4	5	☐	Periodicals, magazines, or other reading materials for the public embrace diversity
1	2	3	4	5	☐	Videos, films, or other media reflect the cultures served.
1	2	3	4	5	☐	Toys or other play accessories reflect the backgrounds of children served
1	2	3	4	5	☐	Facility includes library or resource collection for staff that includes materials on diversity and cultural competence
1	2	3	4	5	☐	Facilities beyond central facility meet above criteria

REVIEWER COMMENTS:



6 Local and National Greenbook Materials

- Greenbook Grant Executive Summary
- Executive Summary of Effective Intervention in Domestic Violence and Child Maltreatment Cases: Guidelines for Policy and Practice (The Greenbook)

El Paso County Colorado is Awarded \$1.75 Million “Greenbook” Grant

Addressing the Co-Occurrence of Domestic Violence and Child Maltreatment

Project Summary

CONTEXT

It has long been recognized that domestic violence and child maltreatment often co-exist in families, though we have traditionally dealt with the adult survivors and the children through separate systems, domestic violence and child welfare, respectively. Communities and researchers have come to question the appropriateness of continually dealing with this dual and integrated problem in a disintegrated fashion. To this end, the National Council of Juvenile and Family Court Judges initiated a project to develop practice and policy guidelines related to the intersection of domestic violence (DV) and child maltreatment (CM). The Greenbook was the product of this project, and has become the foundation for this grant. Its recommendations focus on three primary systems: the child protection system, the network of community-based domestic violence programs, and the juvenile or trial courts, which have jurisdiction over child maltreatment cases. Many other systems, including law enforcement, child welfare, and health care systems contribute to the solutions as well.

The bedrock principle upon which all of the Greenbook recommendations are based is:

- Safety, well being, and stability for all victims of family violence
- Children in the care of their non-offending parent(s)
- Community service system with many points of entry
- Differential response to families accountable

Sixteen organizations and Family Experts (consumers who have experienced a component of the ‘system’) from El Paso County convened to become one of six demonstration sites to implement the Greenbook principles. The grant provides \$350,000 per year for five years starting in December 2000. Our award is linked to much of the great and nationally-recognized work done to date (e.g. DVERT), the strong foundation of collaboration in our community, and the creative use of TANF (public assistance) funds initiated by El Paso County Department of Human Services leadership.

DESCRIPTION OF OUR PROGRAM:

Our Project’s Overall Goals:

- Systems are philosophically aligned with regard to response to co-occurrence of DV/CM
- Decrease in re-victimization of individuals by any system
- Systems can provide increased safety for abused adults and children
- Increased trust of the system on the part of consumers

In writing our application, we tried to build on our past successes, existing relationships and structures while integrating as many of the Greenbook principles as possible. Our consortium aims to provide proactive services and supports to families dealing with the co-occurrence of DV/CM so as to minimize their system involvement. Five strategies that the consortium has identified to meet the goals are:

- Inclusion of Family Experts (consumers who identify as either formerly battered women or former offenders) in the decision-making process;
- Improve screening and assessment to include the co-occurrence of DV/CM in both child welfare and domestic violence agencies;

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Addressing the Co-Occurrence of Domestic Violence and Child Maltreatment

Project Summary

- Increase the number of safety and service plans developed for both adult and child victims;
- Incorporate DV/CM best practices into court’s decision-making and coordinated court response; and
- Assess cultural competency within the Greenbook partner agencies and design strategies to enhance strengths, as well as close barriers to service.

The Consortium developed small work groups to design, test, implement and evaluate our locally developed strategies. No single approach stands alone; rather, each supports and reinforces the others. Each has a set of associated goals. We believe that the following concepts will help provide *proactive* services and supports to battered women and their children:

- **Service Access & Resource Development Committee**
 - Revise intake forms from primary systems (i.e. DHS, Law Enforcement and T·E·S·S·A); and
 - Differential Response for referrals and action, tailored to family needs:
 - Conduct Institutional Safety & Accountability Audit within Child Protective Services
 - Hire a DV Advocate/System’s Analyst to be housed within Child Protection Services to coordinate the development of written DV/CM guidelines for the Department of Human Services
 - Expand CASA’s Supervised Exchange and Visitation Program
 - Create a Frontline Worker Committee in order to facilitate discussions between advocates, caseworkers and others
 - Create a community services manual to be used by frontline workers
 - Ongoing training on the myths/truths/best practices of DV/CM
- **The Judicial System (Bench/Bar/Probation): Integration, Education & Capacity Building**
 - More integrated approach to DV/CM within the Courts – increased communication of the Judicial System, as well as with DHS caseworkers:
 - Hire a Legal Aid attorney to represent more women in the legal system
 - Hire a Court Case Coordinator to integrate information between the courts and act as a resource and referral person in the courthouse
 - Hire a Domestic Violence Case Monitor in order to monitor compliance with court orders
 - On-going training on the myths/truths/best practices of DV/CM for the Bench, District Attorney’s Office, Office of the Guardian ad Litem, Office of the County Attorney, Respondent Council and Public Defenders.
- **Cultural Competency and Capacity Building**
 - Define Cultural Competency on a System- and Individual- Level

El Paso County Colorado is Awarded \$1.75 Million “Greenbook” Grant

Addressing the Co-Occurrence of Domestic Violence and Child Maltreatment

Project Summary

- Conduct organizational self-assessment of current cultural competency practices in the Greenbook partner agencies to identify strengths and gaps
- Design strategies to address present gaps and enhance system strengths
- Contract with the Asian Pacific Development Center to reach out to Asian/Pacific Islander communities
- Conduct cultural competency-related trainings to the Greenbook community.

Partners

- | | |
|---|---|
| ☐ Asian Pacific Development Center | ☐ The Family Center |
| ☐ CASA of Colorado Springs | ☐ Family Experts: Formerly Battered Women and Former Offenders |
| ☐ Children’s Advocacy Center | ☐ Fourth Judicial District, including Probation |
| ☐ Colorado Department of Human Services, Child Welfare Division | ☐ Ft. Carson Family Advocacy Center |
| ☐ Colorado Legal Services | ☐ Office of the District Attorney |
| ☐ Colorado Springs Police Department, Domestic Violence Enhanced Response Team (DVERT) | ☐ T·E·S·S·A, formerly the Center for Prevention of Domestic Violence |
| ☐ El Centro de la Familia | ☐ Pikes Peak Mental Health Center |
| ☐ El Paso County Department of Health & Environment | ☐ Urban League of the Pikes Peak Region |
| ☐ El Paso County Department of Human Services | |

Written by Cari Davis, Executive Director, T·E·S·S·A, Colorado Springs, Colorado. 2002. Updated by Amber Ptak, Greenbook Coordinator, El Paso County and Colorado Springs Greenbook Initiative, Colorado Springs, Colorado. 2002 to 2004.



EXECUTIVE SUMMARY

Effective Intervention in Domestic Violence and Child Maltreatment Cases: Guidelines for Policy and Practice

THE GREENBOOK

I. Introduction

Although two decades of research have confirmed that adults and children often are victimized in the same family, little was made of this finding until recently. For years, in fact, most communities have treated the abuse of a woman and the maltreatment of a child in the same family as separate phenomena having little to do with each other.

Now, however, communities are asked to confront a new and compelling set of facts: (1) adult domestic violence (DV) and child maltreatment (CM) often occur together and (2) new responses are required of everyone, if violence within families is to stop.

To date, community institutions and families have been offered few resources and tools to resolve the complex issues raised by overlapping domestic violence and child maltreatment in a family. The task of *Effective Intervention in Domestic Violence & Child Maltreatment Cases: Guidelines for Policy and Practice (The Greenbook Grant)* is to offer a more comprehensive set of responses to eliminate or decrease the enormous risks that individual battered mothers, caseworkers, domestic violence advocates and judges must take on behalf of children.

As communities work to improve their responses to families experiencing domestic violence and child maltreatment, *The Greenbook* offers a framework for developing interventions and measuring progress. Leaders of communities and institutions should use the principles and recommendations in this book as a context-setting tool to develop public policy aimed at keeping families safe and stable.

II. Genesis of the Advisory Committee's Recommendations

To gain the perspectives of different social and legal systems, the National Council of Juvenile and Family Court Judges (NCJFCJ) convened an Advisory Committee of diverse professionals from the courts, child welfare and domestic violence services, federal agencies, and the academic community. Over a series of three meetings, spanning a period of seven months, the Advisory Committee met to discuss draft recommendations developed by the authors, Susan Schechter and Jeffrey L. Edleson. These deliberations guided and informed the authors in the development of the principles and recommendations summarized below.

III. Summary of the Advisory Committee's Conclusions and Recommendations

The Greenbook focuses on three primary systems: the child protection system, the network of community-based domestic violence programs, and the juvenile or other trial courts which have jurisdiction over child maltreatment cases. Many other systems -- including law enforcement, child welfare, faith institutions, schools, health care systems, mental health, substance abuse treatment, extended families, and community-based agencies -- contribute in important ways to the solutions outlined below, and many of the recommendations in *The Greenbook* are relevant to these systems as well.

CHAPTER 1: GUIDING FRAMEWORK

Principle 1: Leaders and institutions should join together to provide meaningful help to families.

Recommendations:

1. Coordinated responses should achieve safety, enhance well being and provide stability for children and families.
2. Keep children affected with non-offending parent, whenever possible.
3. Create system with many points of entry.
4. Design differential responses to diverse families.

Community leaders should join together to establish responses to domestic violence and child maltreatment that provide meaningful help, supports, and services for families. Simultaneously, communities should hold violent perpetrators responsible for their behavior and provide legal interventions and services to stop this violence. This first principle is an overriding one from which flow most other principles and recommendations in the Greenbook.

Three core values: To implement this guiding principle, interventions should be designed to create safety, enhance well being, and provide stability for children and families.

Children in the care of their non-offending parents: To ensure stability and permanency, children should remain in the care of their non-offending parent (or parents), whenever possible. Making adult victims safer and stopping batterers' assaults are two important ways to do this.

Community service system with many points of entry: To provide safety and stability for families, a community service system with many points of entry should be created. This service system should be characterized by the provision of services in appropriate settings as soon as problems are identified; service providers trained to respond meaningfully and respectfully; services designed to minimize the need for victims to respond to multiple and changing service providers; and adequate resources to allow service providers to meet family needs and avoid out-of-home placements.

Differential Response: Community leaders should design interventions and responses that are appropriate to the diverse range of families experiencing domestic violence and child maltreatment. Families with less serious cases of child maltreatment and domestic violence should be able to gain access to help without the initiation of a child protection investigation or the substantiation of a finding of maltreatment. Because domestic violence encompasses a wide range of behaviors -- from the extremely dangerous to the

less serious -- families require a range of interventions, some of them voluntary and some mandated.

CHAPTER 2: FOUNDATION PRINCIPLES AND RECOMMENDATIONS

Principle 2: Provide leadership to bring communities together to collaborate.

Recommendations:

5. Bring together representatives of all fields to close gaps in services, coordinate multiple interventions, and develop interagency agreements and protocols.
6. Expand efforts to include DV advocates, CPS workers and community residents.
7. Study and adapt efforts that integrate child welfare, DV, and juvenile court responses.

Principle 3: Governments should expand and relocate existing resources.

Recommendation:

8. Expenditure of significant additional resources.

Principle 4: Treat all with respect and dignity.

Recommendations:

9. Commitment to fact-finding to determine if diverse backgrounds are served fairly and capably.
10. Develop meaningful collaborative relationships with diverse communities to develop effective interventions in those communities.

Principle 5: Commit to building internal capacity to respond effectively.

Recommendations:

11. Cross-train, provide written materials on identification, assessment, referral, and safety interventions, and ensure all understand their obligations under ICWA & Violence Against Women's Act.
12. Build staff capacity to attend competently to diversity.

Principle 6: Balance need of required information for children with battered women's needs when making decisions and policies about information disclosure.

Recommendations:

13. Develop memos explaining mandates, confidentiality requirements and agreements for sharing information of each system.
14. Support principle and policy goal of communication protections for battered women.

Principle 7: Develop information gathering and evaluation systems to determine outcomes of collaborative efforts.

Recommendation:

15. Since at early stage, support evaluation and research studies.

Collaboration for the safety, well being, and stability of children and families. Every community should have a mechanism to close gaps in services, coordinate multiple

interventions, and develop interagency agreements and protocols for providing basic services to families. Existing coordination efforts should be expanded to include active involvement of domestic violence advocates, child protection workers, and community residents.

Expansion and reallocation of resources to create safety, well being, and stability. The services recommended in *The Greenbook* require the expenditure of significant additional resources. Some of these services include placing battered women's advocacy and support services within courts and child protection services, locating family support services in domestic violence agencies, and providing services for every victim of domestic violence and child maltreatment who needs or requests them.

Respect and dignity for all people coming before agencies and courts. Agency leaders should make an ongoing commitment to fact-finding in order to determine whether children and families of diverse backgrounds are served fairly and capably by their agencies. Agencies and juvenile courts should develop meaningful collaborative relationships with diverse communities in an effort to develop effective interventions in those communities.

Commitment to building internal capacity to respond effectively to families experiencing domestic violence and child maltreatment Every community should cross-train its service providers on identification, assessment, referral, and safety interventions. Agencies and courts should build staff capacity to attend more competently to clients from diverse communities and income levels.

Fact-finding and confidentiality. Agencies and courts should develop memos delineating the mandates of each system, their confidentiality requirements, and agreements for sharing information. Child protection services and the juvenile courts should support the principle and policy goal of privileged communication protections for battered women.

Development of information gathering and evaluation systems to determine the intended and unintended outcomes of collaborative efforts. Policy makers and program developers should support evaluation and research studies that directly inform policy and program decision-making.

CHAPTER 3: CHILD PROTECTION SYSTEM

Principle 8: Collaborate to provide leadership in developing new services addressing need for additional resources to promote family safety.

Recommendations:

16. Collaborate to assess availability and development of new resources.
17. Monitor effectiveness of community programs.

Principle 9: Improve capacity to promote safety for all family members.

Recommendation:

18. Develop screening and assessment procedures, information systems, case monitoring protocols, and staff training to identify and respond to DV.

Principle 10: Develop service plans and referrals that focus on well being for all victims.

Recommendations:

19. Policy with clearly stated criteria under which children can remain with non-abusing parent experiencing DV, including safety assessment, safety planning, services, support and monitoring required.
 20. Separate service plans for adult victims and perpetrators.
 21. Assess harm to child from maltreatment or witnessing and develop service plans to address this harm.
 22. Avoid victim-blaming policies.
 23. Avoid dangerous or inappropriate intervention.
 24. Avoid placement of children in homes with DV or child maltreatment history.
- Community Treatment Programs:
25. Procedures to screen every family member privately for DV and provide services.
 26. By policy, allow workers adequate time to assist DV victims.
 27. Integrate safety and information about DV into parenting programs.

Leadership in developing new services and publicly articulating the need for additional resources to promote family safety. Child protection services and community-based child welfare agencies should collaborate with others to assess the availability of resources in the community, develop new responses, and monitor the effectiveness of community programs.

Improvement in capacity to promote safety for all family members. Child protection services should develop screening and assessment procedures, information systems, case monitoring protocols, and staff training to identify and respond to domestic violence and promote family safety.

Development of service plans and referrals that focus on the safety, stability, and well being of victim and hold domestic violence perpetrators accountable. Agency policy should state clearly when children can remain safely with non-abusing parents; the assessment required to determine safety; and the safety planning, services, support and monitoring that will be required in these cases. Child protection services should develop separate service plans for victims and perpetrators, and assess thoroughly the possible harm to a child resulting from being maltreated or witnessing domestic violence and develop service plans to address this harm. Child protection services should avoid, or use with great care, disfavored practices that are enumerated in the book.

Community treatment program. Community agencies providing services to families in the child protection services caseload should screen every family member privately and confidentially for domestic violence and provide help to them, including safety planning and meeting basic human needs. By policy, they should allow workers adequate time to assist domestic violence victims.

CHAPTER 4: DOMESTIC VIOLENCE SERVICES FOR FAMILIES

Principle 11: Provide leadership to promote collaboration and develop resources.

Recommendations:

28. Develop new, joint service models for families.
29. Collaborate to develop joint protocols and remove interagency barriers.
30. Collaborate to improve access to services.
31. Support and organize regular cross-training activities with groups that deal with child welfare.
32. In collaboration, take responsibility for developing community dialog about prevention of family violence.
33. In collaboration, provide leadership to inform governmental bodies about economic, legal, emotional, and social supports that victims need.

Principle 12: Develop further internal capacity to respond to safety and support needs.

Recommendations:

34. Train staff regularly to understand, recognize and respond to child maltreatment.
35. Create supportive interventions for battered women who maltreat their children while ensuring safety and protection for children.
36. Provide child friendly environments.
37. Have well-trained full-time advocates on staff.
38. Consider needs of battered women with boys over 12, substance abuse or mental health problems.
39. Consider ways to provide services for voluntary and involuntary referrals.

Principle 13: Interventions with batterer's should be part of larger, coordinated networks of criminal justice responses and community services; address safety of victims and hold perpetrators accountable.

Recommendations:

40. Procedure, policies, and curricula in batterer intervention should ensure child and adult safety and well being are integrated in programs.
41. Working collaboratively should propose new funding, service, outreach, and monitoring strategies to reach more batterers.
42. Working collaboratively should take leadership to improve the coordination and monitoring of legal and social service interventions.
43. Participate regularly in cross-training activities within child welfare.

Leadership to promote collaborations and develop new resources for adult and child safety and well being. Domestic violence programs should collaborate with others to develop new joint service models for families, develop joint protocols to remove interagency policy and practice barriers and enhance family safety and well being, and improve access to services. Domestic violence organizations should develop a community dialogue about the prevention of family violence, and provide leadership to inform policymakers and funders about the economic, legal, emotional, and social supports that battered women and their children need to be safe and secure.

Development of internal capacity to respond to the safety and support needs of families. Domestic violence organizations should create supportive interventions for battered women who maltreat their children, and provide child-friendly environments for the families they serve. All domestic violence organizations, especially shelters and safe homes, should have well-trained, full-time children's advocates on staff to provide services or develop referral linkages. They also should consider the needs of battered

women with boys over the age of 12 who are often turned away and families with substance abuse and other mental health problems, as well as ways to provide community-based services to women who are referred to them voluntarily and involuntarily by child protection services and the juvenile court.

Programs for perpetrators of domestic violence Interventions with perpetrators of domestic violence should be part of larger, coordinated networks of criminal justice responses and community services, address the safety and well-being of both child and adult victims, and hold perpetrators accountable for stopping violent and threatening behavior.

CHAPTER 5: COURTS

Principle 14: Judges and members of courts should fully participate in national and local efforts to improve juvenile courts, including participation in national court improvement initiative and collaboration with the NCJFCJ, American Bar Association (ABA) and others.

Recommendations:

44. Have sufficient staff to allow appropriate time and attention to cases.
45. Give priority to each case, ensuring safe placements and services identified immediately and safety-enhancing orders made for victims.
46. Adopt recognized best practices in administering juvenile courts.
47. Ensure all participants trained in dynamics of DV, impacts of DV on adults and children and most effective, culturally responsive interventions.
48. In jurisdictions where mediation is mandated or permitted, refer child maltreatment cases with allegations of DV only in specific circumstances.
49. Any proposed caretaker should be assessed for child maltreatment, criminal history, DV, substance abuse, and willingness to work with court, social services and battered women concerning children's needs.
50. Consider victimization of parent as factor for exceptional circumstances to allow extension of reunification time limits, unless contrary to child's best interest.
51. Collaborate with other courts dealing with all involved in the case.
52. Balance need for safety and privacy with need for access of potentially harmful information when courts and agencies exchange information.

Principle 15: Judge is responsible for overall operation of court, all participants look to judge for leadership. Judge must accept responsibility for ensuring goals of the juvenile court law are realized.

Recommendations:

53. Court should take leadership role to ensure cooperation among all parts of court system, identifying and developing strategies to obtain resources for families experiencing DV.
54. Collaborate to determine what resources must be made available.
55. Have specific powers to enable them to the safety of all family members.
56. Use judicial powers, including "reasonable efforts" requirement, to see that social services provides adequate efforts to ensure safety for child and adult victims of DV.

57. When DV exists in child maltreatment cases, judges should make orders which keep child and parent safe; keep child with non-abusive parent when possible; hold perpetrator accountable; identify service needs; and create clear, detailed visitation guidelines with focus on safe exchanges and environments.

Principle 16: All members of court should adopt best practices for management of cases involving child maltreatment and domestic violence.

Recommendations:

58. Petitioner should allege in petitions or pleadings any DV that caused harm to the child.
59. Juvenile court jurisdiction should be established on sole basis that children have witnessed DV only if evidence demonstrates significant emotional harm and that care-taking, non-abusive parent is unable to protect them from emotional abuse even with the assistance of social and child protection services.
60. Prioritize removing any abuser before removing a child from battered mother.
61. Work with social service agencies to ensure separate service plans for victims and perpetrators are developed.
62. Know what batterer intervention services are available, quality of services and be able to track participation in those services.
63. Work with social services to identify extended family and resources as early as possible.
64. Generally not order couple counseling when DV has occurred.
65. Require safe visitation and exchange location be utilized for safety.
66. Appoint separate attorneys for each parent in dependency cases. GAL or attorney should be appointed for child as well. Court should set standard for competent, well-trained attorneys.'
67. Encourage use of advocate for battered mother in dependency cases involving DV and encourage advocates input in development of service plan.

Full participation in national and local efforts to improve juvenile courts. Juvenile courts must have sufficient judicial and staff resources to allow appropriate time and attention for each case, treat each case with the highest priority, adopt recognized best practices in administering the juvenile court, and collaborate with other courts that may be dealing with family members and others involved in the case, including criminal court, civil court, and domestic relations and family court.

Leadership to ensure that the goals of the juvenile court law are realized. The juvenile court should take a leadership role to ensure cooperation among all parts of the juvenile court system, identify needed resources to serve families experiencing domestic violence, and develop strategies to obtain these resources. Judges should collaborate with others to determine what resources must be made available in the community. They also should have specific powers to enable them to ensure family safety and should use their judicial powers to see that adequate efforts to ensure safety for child and adult victims are provided. Where there is domestic violence in a child protection case, judges should make orders which keep the child and parent victim safe, keep the non-abusive parent and child together whenever possible, hold the perpetrator accountable, identify

the service needs of all family members, and create clear, detailed visitation guidelines which focus upon safe exchanges and safe environments for visits.

Best practices for the management of cases involving child maltreatment and domestic violence. Petitioners in child protection proceedings should allege in petitions or pleadings any domestic violence that has caused harm to a child. The juvenile court should prioritize removing any abuser before removing a child from a battered mother, and work with child welfare and social service agencies to ensure that separate service plans for the perpetrator and the victim of domestic violence are developed.

REFERENCES

Edleson, J., & Schechter, S. (1998). "Effective Intervention in Domestic Violence and Child Maltreatment Cases: Guidelines for Policy and Practice." National Council of Juvenile and Family Court Judges. Reno, Nevada.

National Council of Juvenile and Family Court Judges. "The Greenbook Initiative" [online]. Available at: <http://www.thegreenbook.info>

Excerpted from:

Schechter, S., & Edleson, J.L. (1998). Effective Intervention in Domestic Violence & Child Maltreatment Cases: Guidelines for Policy and Practice. Reno, NV: National Council of Juvenile and Family Court Judges.
