

Statewide Wraparound Project  
Cultural Competence Subcommittee

Sub-Committee Recommendation

Actionable Recommendation	Category	Lead Responsibility	Partners	Due Date	Expected Result	Rationale
<p><b>Develop a statement that describes culturally appropriate services in system of care context.</b> Individuals are treated respectfully, compassionately, and effectively in a manner that recognizes, affirms and values the worth of children, individuals, families, and communities protecting and preserving the dignity of each. This includes: Culture, language, class, race, age, ethnic background, disability, stage of development, religion, gender, sexual orientation and other differences/diversity factors.</p>	<p><input checked="" type="checkbox"/> Policy <input checked="" type="checkbox"/> Funding <input type="checkbox"/> Service <input type="checkbox"/> Administrative <input type="checkbox"/> Other: _____</p>	<p>Governor Partners for Children and Families Diversity Committee</p>	<p>DHS ODE OYA OCCF Employment-Child care Division</p>	<p>October 30, 2007</p>	<p>Consistent definition of culturally appropriate services across agencies implementing and overseeing local implementation of SOC services.</p> <p>Commit resources to develop, implement and evaluate cultural and linguistic competence within the SOC</p> <p>Include a budget category in the finance subcommittee recommendation to the steering committee.</p> <p>Completed review of demographic trends in client data for access and outcomes by racial/ethnic and minority groups.</p>	<p>The development of a policy for the Statewide Children’s Wraparound Project will incorporate common definitions, outcomes and measurements.</p> <p>Inclusion of a budget item confirms agency commitment of resources.</p> <p>Effective financing plans address disparities and disproportional in access to care and outcomes for racial/ethnic and other minority groups.</p> <p>Defining elements for data collection and schedule for review provide information for system improvement.</p>

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<p><b>Design standards for culturally appropriate care and means to measure compliance.</b></p> <p>Adapt and utilize the fourteen National Standards on culturally and Linguistically Appropriate Services (CLAS) <a href="http://www.omhrc.gov">www.omhrc.gov</a> "The office of Minority Health".</p> <p><b>Refer to Appendix 1 for list of Standards</b></p> <p>Develop, implement and evaluate, planning and policies with advisory groups and family members in proportion to the racial/ethnic and diverse population receiving services within the SOC.</p>	<input checked="" type="checkbox"/> Policy <input checked="" type="checkbox"/> Funding <input type="checkbox"/> Service <input checked="" type="checkbox"/> Administrative <input type="checkbox"/> Other: _____	<p>State Agency Heads provide direction for policy development and implementation within their agencies and for all funded providers.</p> <p>Coordination and review by the PCF Diversity Committee.</p>	<p>State Agency Partners: DHS  ODE  OYA  OCCF  Employment-Child care Division</p>	<p>December 2008</p> <p>December 2008</p>	<p>Consistent standards and measures of culturally appropriate services across agencies implementing and overseeing local implementation of SOC services.</p> <p>Active participation of family members from diverse racial and linguistic backgrounds on planning, policy and advisory groups.</p>	<p>Providers, programs and system partners implement consistent standards across agencies, at the state and local levels. Families and youth receiving services receive consistent services that meet their needs.</p> <p>Youth and family provide innovative and concrete suggestions for program improvement as well as feedback on ineffective services.</p> <p>Professionally trained staff benefit from the knowledge and experience of youth, family members and individuals from culturally, linguistically and other diverse backgrounds.</p>
<p><b>Identify best practices examples of culturally competent services in system of care models.</b></p> <p>Many of the SOC models reviewed were not inclusive of cultural competent care, which provides an opportunity that we have to create a bridge of understanding between our cultures so that we can define a set of criteria that</p>	<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Funding <input type="checkbox"/> Service <input checked="" type="checkbox"/> Administrative <input checked="" type="checkbox"/> Other: Cultural experts and higher education.	<p>OYA  DHS, AMH  OCCF</p>	<p>OYA  DHS, AMH  OCCF  Cultural experts,  Higher Education  Sub-contracts</p>	<p>December 2007</p>	<p>Senate Bill 267 requires agencies to increasingly fund evidence based practices. The accepted practices need to be reviewed to determine their appropriateness for identified ethnic and other diverse populations.</p>	<p>Agencies need to fund EBPs. This will provide information about those practices that are possibilities for diverse populations.</p>

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<p>demonstrates what works in a “culturally competent way” and then defines measurement and accountability systems that will demonstrate the effectiveness of the programs that are implemented.</p> <p>Culturally and Gender specific models that were reviewed and considered as effective:</p> <p>Evidence Based Practices approved and implemented by system partners for researched evidence that the practice has provided positive outcomes for specific ethnic and racial children, youth and families.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• The Incredible Years</li> <li>• Parent Child Interaction Therapy</li> <li>• “This is My Home” for African American children in foster care—see Focal Point, Summer 2007, Vol 21, No 2.</li> <li>• Attachment-Base Family Therapy adapted for depressed and suicidal gay, lesbian and bisexual youth.</li> </ul>				December 2008	<p>Developing a process to determine if and how they could meet the requirements for EBPs would increase options for minority children, youth and families.</p> <p>Programs that currently provide equitable access and outcomes to diverse children, youth and families have limited funding. Additional support is necessary to support, evaluate and validate these practices.</p>	<p>Some practices have been in place within diverse communities for many years, but don’t have a research component.</p> <p>This will validate practices that work for specific communities.</p>

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<p>Develop and implement a review process for traditional practices accepted by cultural and ethnic communities.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Promotora model implemented in Washington County for the State Incentive Grant for Early Childhood Prevention, with a systems design workgroup, clinical supervision for promotoras, community-wide training in EBP for parenting (The Incredible Years in Spanish)</li> <li>• The Canoe Project is being implemented by a number of Oregon Tribes. The intended outcomes are to increase protective factors, and an opportunity for community to work together.</li> <li>• Back to the Boards, parenting training to return back to traditional ways by returning the baby “back to their backs”, by utilizing a form of a cradleboard indigenous to the tribal community to reduce the incidents of SIDS and the non-use of alcohol and drugs including tobacco.</li> </ul> <p>NOTE- this is not an all inclusive list of programs available</p>				July 2009	Provide additional funding for data collection and evaluation of current practices that reach out to diverse communities to increase access to services and improved outcomes.	Funds will support programs and projects that already engage and effectively treat children, youth and families from diverse backgrounds.

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<p><b>Recommend ways to continually improve culturally appropriate care through the implementation of a statewide system that reflects an embedding of culturally competent practices.</b></p> <p><b>Core Value:</b> The system of care should ensure that individuals are treated respectfully, compassionately, and effectively in a manner that recognizes, affirms and values the worth of children, individuals, families and communities-protecting and preserving the dignity of each.</p> <p>Systematically review demographic trends to insure ongoing responsiveness to cultural, linguistic, and other diversity needs. Include performance requirements in contracts and other funding mechanisms.</p> <p>Implement and promote periodic administration and analysis of cultural self-assessments at provider, program, organizational, and system levels.</p>	<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Funding <input checked="" type="checkbox"/> Service <input checked="" type="checkbox"/> Administrative <input type="checkbox"/> Other: _____	<p>State Agency data, program implementation and Quality Assurance/Quality Improvement staff under the direction of agency directors.</p>	<p>State Agency Partners: DHS  ODE  OYA  OCCF  Employment-Child care Division</p>	<p>January 2009</p> <p>July 2008</p>	<p>Programs, providers and system partners will plan for and evaluate child, youth and families access to culturally appropriate services and outcomes.</p> <p>Reviews will provide internal information on the cultural proficiency of partner agencies, programs and providers</p>	<p>Policies must be developed prior to implementation of the QA/QI processes. Decisions will be based on data.</p> <p>Diversity committees have already completed foundational work that needs to be implemented.</p>

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<p>Develop, implement, evaluate and coordinate provider specialties including culturally and linguistically qualified staff, utilization of translators and interpreters, the use of cultural specialists and consultants and related indicators.</p> <p>Recruitment, promotion and retention of a workforce that reflects the diversity of the population that we serve at all levels. Equalize job levels by developing entry level positions to provide training opportunities.</p>				January 2009	<p>This will provide data to compliment client-level data regarding provider capacity to serve diverse children, youth and families.</p> <p>Ensuring on going staff development and recruitment opportunities</p>	<p>As diverse children, youth and families engage in services, the needs for specialized providers will increase. This will provide information on the developing capacity of the system.</p>