



Promising Practices Equity Resource Library

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Introduction: Promising Practices Equity Resource Library

Home Visiting programs are critical in promoting maternal and child health and supporting families. As our communities are more diverse and dynamic, it is essential to ensure accessible, inclusive, and culturally responsive services for all families, especially those from historically marginalized communities.

1. Purpose of the Resource Library

- To support Oregon's Public Health Home Visiting sites in identifying and applying practices that reduce disparities, improve outcomes for underserved communities and decrease barriers to accessing home visiting.
- To encourage sites to explore the resource library, adopt equity practices, and share feedback.

2. Why Equity Matters in Home Visiting

- Communities of color often face systemic barriers to health and well-being.
- Some of these systemic barriers are structural racism, language, literacy levels, disability, and culturally appropriate services.

3. How the Resource Library Can Be Used

- As a tool that provides resources on self-assessment or planning.
- As a tool for enhancing equity in the home visiting system
- To inform staff training, leadership development, and quality improvement.

4. Intended Impact

- Address social determinants of health by using an equity lens in home visiting programs.
- Gain a greater understanding about linguistic barriers and cross-cultural communication.
- Improve quality and equity of home visiting services.
- Improve trust and relationships between home visitors and families.

- Encourage partnerships with local Community Based Organizations.

5. Overview of Focus Areas

- **Organizational Commitment, Leadership, and Governance:** Emphasizing equity in mission and leadership structures and fostering accountability systems that support equity.
- **Inclusive Engagement:** Partnering with families and Community Based Organizations to create opportunities for community voices to shape services.
- **Literacy and Language:** Removing linguistic barriers and ensuring services are accessible and culturally appropriate to build trust.
- **Communication:** Promoting inclusive communication and utilizing accessible tools and platforms.
- **Equity Policies and Procedures:** Embedding equity into policies and procedures.
- **Health Equity in Home Visiting:** Understanding health disparities, addressing lack of resources such as food, transportation, health care and recognizing families' different goals, strengths, needs, and challenges as an important step toward health equity.
- **Enhancing Culturally Appropriate Services:** Training staff to engage with families from diverse cultural backgrounds.
- **Enhancing Cultural Humility Among Individual Staff Serving Communities of Color:** Includes resources to build cultural humility and responsiveness among staff serving diverse populations.
- **Staffing and Training:** Includes practices for equitable staffing, recruitment, and training a workforce that reflects communities served.
- **Community Advisory Board:** Using community input to guide policy and practices and understanding the needs of the community.

- **Access to Care for Patients with Disabilities:** Includes practices to ensure equitable access.
- **Toolkits/Guides:** Includes several equity toolkits from different organizations to support equity work.
- **Appendix 1.** Cultural Competence Trainings.

Equity is everyone's responsibility. This resource library serves as a practical resource for training, planning, and improvement with the goal to reduce health disparities and improve outcomes for all families.

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Promising Practices Resource Library

Focus Area 1. Organizational Commitment, Leadership, and Governance

Goal: Establish culturally responsive policies, ensure accountability, engage communities of color in leadership roles, allocate resources for cultural responsiveness, and conduct annual policy reviews with an equity team to foster inclusivity and continuous improvement.		
Practice	Supporting Practice	Educational Resources
1. Develop a policy that expresses organizational commitment to being culturally responsive.	Racial Equity Policy suggested elements: Page 51-53 Racial Equity Policy components protocol for culturally responsive organizations 1. Create a vision of racial equity 2. Justify the need for the policy 3. Lead with race 4. Recognize the role of resource allocation 5. Concrete next steps and accountability 6. Provide definitions 7. Add Ratification Rate	Enhancing Cultural Responsiveness in Social service Agencies. Protocol for Culturally Responsive Organizations
2. Develop policy and procedure accountability measures.	Culture of Accountability 1. Clear expectations 2. Peer influence	Policies and Procedures-Building Ownership and Accountability

	3. Open communication 4. Continuous improvement	Policies and Procedures are discussed in Focus Area 5
3. Invite communities of color to be part of your Community Advisory Board (CAB), staff, volunteers.	1. Are there community partners or community-based organizations that the project team will collaborate with? 2. Does the project have a preferred memberships composition (e.g., cultural insight, technical expertise, access, parents)? 3. Is there a defined list of skills that the organization is looking for in members?	Tools and Resources for Project-Based Community Advisory Boards For more information, see Focus Area 10: Community Advisory Boards .
4. Allocate resources to ensuring cultural responsiveness.	Ensuring that funding is allocated to the areas of cultural awareness, cultural safety, and cultural competence such as: • Promoting multi-lingual signage • Respecting cultural health practices • Training staff • Involving multiple voices in the budget process • Being accountable	Budgeting for Equity Protocol for Culturally Responsive Organizations - Page 22

5. Have a recurring review of your policies and procedures including the improvement plan.	Identify policies and procedures that need to be updated • Is the policy being implemented as intended? • Are the policies and procedures current and relevant? • Evaluate if the organization can be at risk. Outdated policies can leave your organization at risk. • Create a calendar to review the policies and procedures. • There are tools for doing this review (see links under "Educational Resources").	Good governance Policies for Nonprofits Policies and Procedures Manual Why it is important to review policies and procedures Tools for Organizational Self-Assessment Related to Racial Equity
6. Create an equity team to lead the equity work.	• Prioritize creating a diverse and inclusive team, defining clear goals and roles, developing a strategy, and fostering a collaborative culture. • Create time and space for team members to get to know each other • Value every team member's contribution.	Racial Equity Core Teams Build Team Norms That Cultivate Allyship, Equity and Inclusion

Focus Area 2. Inclusive Engagement – Six Strategies

Goal: Ensure that all community members feel welcomed, valued, and empowered to participate. By building lasting relationships, increasing accessibility, and partnering with diverse organizations, we create meaningful opportunities for involvement and strengthen our community presence.

Practice	Supporting Practice	Educational Resources
1. Look at the health disparities data and identify which populations should be focused on to close disparities.	Home visiting has birth population data that show this information. Data\eligible birth population by County	March of Dimes Oregon Vital Statistics Contact if you need help with data: FCHSection.Mailbox@odhsoha.oregon.gov
2. Develop meaningful and lasting relationships with your community that can support your home visiting program and evaluate progress. a. Which agencies provide services to rural communities, communities of color, and the diverse community? b. Which communities do you want to build relationships with to who can benefit	Create meetings to share about your home visiting program with Community Based Organizations (CBOs), schools, Healthy Start, WIC, Baby programs, and churches. Share the program with other programs that provide services to young children.	Six essential Strategies for Inclusive engagement

from your home visiting program? c. Are there individuals or constituents you already have or could build a relationship with? d. Are there venues for you to attend or explore to identify natural community leaders? e. What communities might be missing from these conversations including queer families, families with disabilities, and families involved in foster care?	Utilize online platforms such as social media, community apps, and online forums for relationship building. Participate in and organize events like community festivals, cultural traditions, local celebrations, educational workshops, and volunteer projects.	
3. Create a welcoming atmosphere. a. Does your process reflect, honor, and welcome the community?	Create a familiar, welcoming physical environment by depicting communities and families of color in promotional materials and displaying communities of color decor and artwork.	What does it take to build a culture of belonging?

b. Do the venues you choose for events invite participation and engagement? c. Do you have signs in other languages? d. Are you setting up these spaces to support culturally safe visits?	• Having inclusive visual materials (e.g., Having materials with photos of diverse people and not just those of the dominant culture). • Provide materials in different languages at the appropriate literacy level. • Choose gathering places that are accessible, comfortable and that are conducive to the interactions that you want to have.	Creating Culturally Safe environments
4. Increase accessibility. a. Assess your organization's plans for language accessibility. b. Are there issues/barriers (e.g., languages, location, time, transportation,	Select the most appropriate and effective communication method to promote engagement opportunities. • Decrease barriers to attendance or effective communication at events.	Guide to developing a language access plan.

childcare, food, incentives, appeal, power dynamics, etc.) that should be considered throughout the whole process?	Goal is that resources (e.g., print, signage, and multimedia) are made available in the languages used by service users.	
c. Are there ways to increase the level of input a community has in a process?	Work with communities to develop marketing materials that are not just in their language but also include cultural context and framing to make the message meaningful.	
d. Are materials transcreated/translated?	Have interpretation, translation, transcreation services available.	Transcreation Vs Translation
e. Are materials and resources printed in languages relevant to local communities?		Translator vs. Interpreter: What's the difference?
f. Are there multiple forms of communication?	Have many forms of media outreach materials (be it videos, radio, social media posts, hard copies) to allow for greater outreach/access to the materials.	Providing Language services for diverse populations

5. Develop alternative methods of engagement. a. Do you have non-traditional methods of outreach to get people involved? b. Do you offer multiple ways for contributing input and feedback?	Provide opportunities for social interaction and relationship building. Provide opportunities for community members to give feedback in photographic, voice recorded, or video formats. Some strategies to receive feedback include online surveys, focus groups, public meetings, suggestion boxes, social media, direct outreach, active listening and engagement	How can you make feedback more meaningful to community members? How to turn community feedback into positive action
6. Partner with diverse organizations and agencies. a. Are there organizations that currently have relationships with your priority populations that you can connect with? Remember to consider power dynamics – see c below. b. Have any agencies or organizations successfully	Connect with organizations who are already culturally tied to the target community or are currently providing services to your target population. Establish partnerships, either formal or informal, with trusted	Serving, organizing, and empowering communities of color

implemented similar programs or initiatives that you can solicit advice from? (thinking broadly—not necessarily even health related) c. Are you aware of the importance of being mindful of power dynamics? Are larger or heavily funded partners giving as much input as smaller, less funded organizations? d. Do you have relationships with local tribes?	community influences to be able to reach more demographic groups and potentially access hard-to-reach communities. Build in compensation for working with smaller and culturally specific organizations to compensate them for their valuable expertise and assistance. Often larger organizations can overshadow smaller ones. • Reach out to/begin to develop partnerships with local tribes. Engage Tribal leaders and communities through regional coalitions. • Educate on the concept of Tribal Sovereignty and what that might mean or how it might impact partnerships. They are their own government.	Understanding Power Dynamics and Privilege Oregon Health Authority – Tribal Partnerships
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e. Do you have relationships with your local Federally Qualified Health Centers (FQHCs)? f. Looking at the gaps in your community and the organizations that support the gaps. Do you collaborate? g. Are your programs siloed?	Create partnerships with Federally Qualified Health Centers. Create a network of services that eliminate gaps or reduce redundancies for the target population. • Consider partnering with or funding your local CBOs to do the outreach for your organization. • Collaborate across agencies to work on broader population level or systems change work.	List of FQHC's in Oregon Key Steps in Creating Partnership or Collaboration Regional Health Equity Coalitions (RHECs)
7. Maintain presence within the community. a. Are there community driven events that you can participate in, and that	Attend community driven events and activities (think non-traditional). Meet communities where they are by showing up at events that do not have an explicit health focus.	A guide to developing a lasting community presence. The art of Meeting People Where They Are

people will already be gathering for? b. Do community members see you out, regularly, in the community? c. Is the time you spend with partners allocated equally?	Establish places in the community that people can have sustained, informal interactions with you. Ensure that some community members do not get more access than others. This builds trust and equity with presence.	Health Departments and Authentic Community Engagement
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Focus Area 3. Literacy and Languages

Goal: Remove linguistic barriers and ensure materials are culturally responsive to increasing the availability of translated/transcreated materials (beyond the most common languages spoken in Oregon) and interpretation.		
Practice	Supporting Practice	Educational Resources
1. Evaluate your information materials to be sure that they are in plain language and digitally accessible.	Create a plan to review materials that will be in plain language and accessible. https://communicatehealth.com/insights/ Share drafts with some people in your communities for feedback.	Oregon Health Authority - Language and Disability Access CDC Plain Language Materials & Resources Communicate Health Plain language definition
2. Do you provide materials in multiple languages?	• Create a plan to prepare materials in multiple languages at the appropriate literacy level. • Use language identification posters, I-speak cards and other tools for language identification.	Written Materials Development Planning Worksheet I Speak Statements Card
3. Do you provide services offered in indigenous languages?	• Identify language service providers before you need their services.	How to provide language access for Indigenous Languages Collective of Indigenous Interpreters of Oregon

	• Hire staff who are proficient in indigenous languages. • Consider language interpretation services for in person visits such translator apps if not in person interpreter such as apple translate, Deepl, google translate, iTranslate, Microsoft translator.	
4. Evaluate your caregiver materials with the purpose of having materials that are inclusive of culturally specific parenting and health practices.	Partner with Community Based Organizations to review your materials.	A framework for Equity Centered health Communication Cultural and Linguistic Responsiveness
5. Evaluate your data of the languages spoken in your community.	• Collect data using Health Records. • Conduct surveys in your community. • Community Health Assessment (CHA) – Demographics for counties. • There is a demographic section in the CHA's.	LEP.gov Data and Language Maps Community Planning for Health Assessment; CHA & CHIP

Focus Area 4. Communication

Goal: Promote inclusive communication by using clear, respectful language and considering diverse perspectives. This can be supported by using accessible tools and platforms that ensure messages reach all audiences.

Practice	Supporting Practice	Educational Resources
Communication tools / social media platforms. 1. Evaluate your communication tools/social media platforms for your communities that are more difficult to reach and acknowledge that people aren't "hard to reach", it's probably more an issue with traditional communication platforms that probably don't work for certain communities for various reasons (e.g., not culturally relevant, not accessible or other factors like may not have a smartphone, etc.) Consider factors such as accessibility features, audience	How to determine which social media platforms to use: • Research your target audience to determine where they're spending their time online. • Consider platforms such as Facebook, Instagram, LinkedIn, and YouTube. Several countries outside the US use WhatsApp to communicate. Younger generations may use TikTok, and there are many other platforms to explore what works for your community.	Social media for non-profits Social Media Fact Sheet Different Platforms, Different Audiences

reach, ease of use, and how effectively they promote engagement across diverse groups.	• Make sure you fully understand each platform's specific features and audience. • Choose the platforms that are most relevant to your goals and target audience. • Determine what kind of content works best on each platform. For example, images are a great fit for Instagram. • Keep in mind that your target audience and the platforms they use are ever-changing, be prepared to adjust your strategy as needed. • Some communities have oral languages. Communication by text only would not work for these populations or any population of a lower literacy level. Videos or audio would work best with these populations.	Oral Traditions and expressions including language
2. Review Centers for Disease Control and Prevention's (CDC's)	Diversity exists within communities. Acknowledge that	CDC Key principles for inclusive communication

key principles for inclusive communication such as: - Using a health equity lens when framing information about health disparities. - Prioritize person-first language and avoid stigmatizing language. - Using preferred terms for selecting population groups while recognizing that there isn't always agreement on these terms. - Consider how communication materials are developed and look for ways to make them more inclusive.	history, culture, living circumstances, and people are different. Develop culturally relevant, unbiased information. Avoid implying that a population or person is responsible for increased risk of adverse outcomes. Use inclusive language, respect people's identity, avoid stereotypes, and engage communities for feedback. - Recognize the ability to read and understand the content for your diverse community. - Use active verbs, plain language, and accessible channels. Images should be inclusive: some examples showcased include people of color, LGBTQ communities, people with disabilities.	Advancing Health Equity: A guide to Language, Narrative and Concepts Person-First and Destigmatizing Language Inclusive Language Guide Creating Inclusive Communication Why is Important to use Diverse Stock Images?
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e. Consider whether an image is culturally appropriate, clear, and inclusive. It should not distract from your message. f. Considering that the image is captioned correctly or tested so that assistive technologies such as screen readers can pick up the image. g. Exploring other resources and references related to health equity communications.	Keep information concise and convey the images' text content and purpose. Learn about your audience's beliefs, values, and biases.	A guide to writing alt text and accessible image captions Communicating about Health Equity Concepts Health Equity Communication Guide
3. Prepare a plan for a local media campaign describing the benefits of the home visiting program to target populations.	• Define goals and identify target audience. • Consider surveys and focus groups to hone your approach. • Choose media channels, budget, implement plan, analyze results.	Step-by-step guide: How to plan a successful media campaign. The complete Guide to Social Media Sustainability Video 46 min. CDC Building a Social Media Campaign.

Focus Area 5. Equity Policies and Procedures

Goal: Embed equity into policies and procedures.

Practice	Supporting Practice	Educational Resources
Equity, Organizational Policies 1. Create or enhance organizational policies to embed equity.	• Create a policy committee to review policies for the organization. • Use tools like Health Equity Audit and disparity reports for a comprehensive review. • Consider how to budget for equity. • Consider how to contract for equity, diversity, and inclusion. • Review your policies and procedures for translation and interpretation.	Policy and Procedures Committee Responsibility Health Equity audit See Section 12 for Toolkits The Basics of Equity in Budgeting Budgeting for Equity Contracting for equity Translation and Interpretation Policies and Practices

	• Ensure compliance with services for people with Limited English Proficiency. • Perform client satisfaction survey and analysis. • Evaluate your process for customer complaints and policies and procedures. • Recognize the role of resource allocation and decision making. • Use job descriptions for volunteers and CAB members (be aware of local resources, policy issues, partnership opportunities, participation and training).	Federal Laws and Policies to Ensure Access to Health Care Services for People with Limited English Proficiency New Policies Strengthen Language Access Protections in Health. Continuous Quality Improvement Toolkit. Racial Equity Policy – Page 51 - 53 Equity Lens and Tools What is an Equity Lens Advisory Board overview, roles and responsibilities See Focus Area 10
2. Evaluate your procedures using the equity lens guide to make key decisions about addressing	Use tools to identify and eliminate systematic barriers such as surveys, focus groups,	Equity Lens Guide – Oregon Youth Authority

institutional racism and creating more equitable conditions in your department.	breaking barriers toolkit, barrier identification.	Barrier identification and mitigation tool
3. If the organization has HR or Diversity Equity and Inclusion (DEI) in place: evaluate your DEI policies and procedures with those departments.	• Having leadership commitment to this process is essential. • Promote a culture of inclusion and respect.	HR's complete guide to diversity equity, and inclusion Measuring progress on DEI
4. If the organization does not have DEI policies and procedures, what are ways around this that organizations could do/ provide?	Hire contractors to evaluate your DEI policies. Check credentials, references, past work, interview them. Create an agreement, monitor progress.	Diversity, Equity and Inclusion (DEI) Agreement
5. Implement continuous quality improvement and equity evaluation to reduce disparities and increase accountability.	Include data collection, equity focus evaluations, collaboration and engagement, continuous improvement cycle.	Applying research and data for continuous equity improvement

Focus Area 6. Health Equity in Home Visiting

Goal: Ensure all families served by home visiting programs have fair and just opportunities to achieve the highest level of health and well-being.

Practice	Supporting Practice	Educational Resources
1. Evaluate and define Health Equity framework by creating a team for exploration and collaboration and sharing the history of inequities in your local context and assessing the state of health equity in your program.	- Assemble a Health Equity Team to identify and address inequities within your program or community by 1) identifying potential DEI Committee members, 2) recruiting volunteers, 3) creating organizational buy-in, 4) defining clear, actionable goals, 5) establishing a communication process. - Be grounded in Health Equity by 1) listening to the people you are serving 2) learning everything about the community you are working with 3) engaging with community members as equals.	Build Team Norms That Cultivate Allyship, Equity and Inclusion Creating A Diverse and Inclusive Team for Long-Term Success Building a Foundation for Health Equity and Racial Justice Work in Health Care Teams

	• Identify the history of your program and communities served. • Explore the structural and social determinants of health and the impact on people's health, well-being and quality of life. • Complete the Health Equity Assessment to identify and address disparities in health outcomes and access to healthcare within a specific population.	Social determinants of health Health Equity Policy Toolkit Health Equity Toolkit
2. One goal of home visiting is to work with families to identify areas of support needed. In doing so, the home visit explores upstream factors that impact family health and infant development such as housing, safety, food security, quality of and access to health care, reliable transportation, childcare, and economic stability.	Support families with connecting to appropriate community resources including food banks, mental health support groups, community health clinics, Community Based Organizations, WIC, and SNAP.	Ask about a directory of local resources available to the family and child health population. National Resource Center on Domestic Violence

Research shows that families who participate in home visit are more connected to community resources that address upstream health factors.		
3. Use Health Equity Lens to analyze performance data and inform Continuous Quality Improvement (CQI).	• Develop strategies to achieve health equity. • Identify disparities. • Develop interventions. • Improve program effectiveness.	Continuous Quality Improvement Toolkit MIECHV Data & Continuous Quality Improvement
4. Leverage the Maternal and Infant Health Mapping Tool.	• The tool allows users to map maternal and infant health indicators. If you need TA using this resource, you can reach out to your data staff • Overlay demographic characteristics. • Allows users to upload their own data, creating customizable maps for program planning.	Using the Maternal and Infant Mapping tool Launch the tool

5. Support the vision of a coordinated Statewide Home Visiting system.	• Explore information about early childhood home visiting and resources offered by the Center for Coordinating Oregon Home Visiting Systems (CCOHVS) • Why Home visiting; Overview of Home Visiting programs; Resources. • CCOVHS- Insights, opportunities and Recommendations for Action. • System of Care promotes interagency case planning and systems integration for Oregon.	<u>Center for Coordinating Oregon Home Visiting Systems</u> (CCOHVS) <u>Oregon Early Childhood Home Visiting System Landscape</u> <u>Center for Improvement of Child and Family Services</u>
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Focus Area 7. Enhancing Culturally Appropriate Services

Goal: Ensure that home visitors are equipped with the knowledge, skills, and sensitivity to effectively engage with families from diverse cultural backgrounds, providing care that is respectful, inclusive, and tailored to the unique needs of each family.

Practice	Supporting Practice	Educational Resources
1. Organizational Culture a. Foster a culture of learning about children of color and families from other cultures. b. Provide ongoing workforce development and cultural humility staff training. Best practice is that organizations keep abreast of potential continuing education courses that address racism/implicit bias/cultural sensitivity. c. Create forums and other opportunities for ongoing dialogue to staff to reflect on what is and what is not working when serving communities of color.	Encourage cultural humility and understanding of other cultures. Offer these training courses to all team members involved in home visiting. An option of bringing in a third-party facilitator to help ensure that there are forums that are facilitated in a way that is beneficial for everyone participating and that harm is not	Bridging the Cultural Divide in Health Care settings Cultural Humility See Appendix 1. Cultural Competence Training The Essential Role of Cultural Broker programs Cultural and Linguistic Responsiveness Implicit bias resource guide Historical Trauma Checklist to facilitate Cultural Competence in Community Engagement

d. Engage in self-assessment of cultural humility practice via self-ratings; collect feedback from communities of color. e. Work with consultants, such as culture specific healers or cultural brokers, who have in-depth knowledge of the community of color.	inadvertently created in the process. Providing incentives for community participation is helpful. Understand the diversity of your community so the feedback is representative of the population. • Define your needs and goals. • Research and identify potential consultants. • Evaluate qualifications and experience. • Conduct interviews. • Ensure clear expectations and agreements.	A Guide to Planning and Implementing Cultural Competence Organizational Self-Assessment So, you want to Hire an Equity Consultant What to consider Before hiring a DEI Consultant
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2. General Practices a. Follow culturally sensitive engagement and outreach practices, such as participating in local community events. b. Follow a culturally sensitive communication style that emphasizes diverse communities' preferences for personalized, in-person (rather than written mail and email) communication. c. Provide translation/transcreation services to all children and families who need them.	• Partner with your local CBO to join a community fair for communities of color or people with disabilities. • Have staff who speak the languages of your communities at the booth. • Provide cultural incentives such as workshop classes on traditional crafts, food, community awards, certificates of appreciation. • Ask a person how they would like to be addressed. • Take time to learn correct pronunciation of names. • Be mindful of non-verbal communications. • Promote multi-lingual signage. Employ professional interpreters ensuring accurate translation and cultural understanding.	Disability Etiquette Guide Self-Assessment checklist for Personnel Providing services and supports children with disabilities & special needs and their families Communication Styles, cultural differences and examples American Translators Association
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d. Use culturally relevant screening and assessment tools that are translated/transcreated into Spanish and other languages at the appropriate literacy level and have been validated with members of the local community. e. Allow staff to engage in cultural immersion in the community. f. Prevent bilingual/bicultural staff from being involuntary put in a position to educate their colleagues.	• Use clear language and avoid complex vocabulary that might be unfamiliar or misinterpreted. • Ask a professional native speaker to review the translation. • Participating in Community Service. • Organize Cultural Activities. • Facilitate interaction and dialogue. • Use external resources. • Educate all employees. • Clearly communicate. • Provide access to professional resources.	Providing Interpreter Services for Oregon Health Plan Members Tools for assessment translation and Trans adaptation Developing cultural Competence in Employees Strategies for Supporting Bicultural and Bilingual Staff
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3. Staffing Practices a. Do you have reports of racial, ethnic, and cultural composition of the organization? b. Compare the cultural composition of the organization with the community served. c. Recruit, mentor and promote bicultural and bilingual staff at all levels. d. Hire staff from the community and Community Health Workers to help with engagement and outreach.	Collect data ethically, using methods like voluntary and anonymous surveys, focus groups, cultural assessments. • Report demographic data in an aggregate format. • Use charts and graphs to present the data. • Identify the areas of alignment and potential gaps. • Create strategies for alignment. Use external resources to prevent bilingual/bicultural staff from being involuntarily put in a position to educate their colleagues. • Identify outreach goals. • Determine required skills. • Engage with partners and community groups, non-profit to promote job openings.	A Toolkit for Recruiting and Hiring a More Diverse Workforce How to Actually Hire for Diversity Strategies for Supporting Bicultural and Bilingual Staff Community Involvement in Recruiting Strategies
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e. Recruit/contract well-trained experienced translators to provide translation/transcreation and interpretation services.	• Define needs. • Explore recruitment channels. • Evaluate candidates. • Consider essential qualities.	American Translators Association Registry of Interpreters for the Deaf
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Focus Area 8. Enhancing Cultural Humility among Individual Staff Serving Communities of Color

Goal: Enhance cultural humility among individual staff serving communities of color by increasing their awareness of cultural dynamics, expanding their knowledge of diverse backgrounds, and strengthening their skills to provide respectful, effective, and culturally relevant services to clients.

Practice	Supporting Practice	Educational Resources
1. Awareness and Self-reflection a. Engage in self-reflection about one's culture and potential biases. b. Identify one's preparedness to serve communities of color. c. Participate in cultural humility trainings.	• Encourage staff to identify their own cultural beliefs, assumptions, and biases. • Encourage staff to do self-reflection on their own cultural background. • Take the time to evaluate your own cultural competence and identify areas of growth. • Demonstrate humility through suspension of judgment. • Appreciate cultural differences. Participate in workshops and explore resources that increase knowledge of different cultural practices.	Defining Bias The impact of bias on Health and Health Care Self- Assessments Diversity-Self-Assessment Implicit Association Test – Harvard implicit bias See Appendix 1. Cultural Competence Training What is Cultural Humility

d. Be willing to learn and ask questions.	Foster a commitment to openness, curiosity, and learning from others.	Intersectionality 101 video Cracking the code video
2. Knowledge a. Stay informed on scientific evidence relevant to the evaluation and treatment of marginalized populations including people of color, LGBTQ+, and the disabled. b. Gain knowledge about the culture (values, beliefs, & practices) and history of Hispanic and other cultures children and families.	• Screen for trauma. • Understand how stigma, prejudice, and discrimination impact the person. • Evaluate risk and resilience. • Gain knowledge about greetings, hospitality, storytelling, music, and dance. • Avoid stereotypes, respect cultural sensitivity and complexity.	Cultural Competence in the care of LGBTQ Patients Assessing a Patient with a Disability National LGBTQIA Understanding the Hispanic Culture Culture of Africa Latin America Facts, Culture & Religion Asian Cultures Understanding Slavic Culture Islam, Religion, Practices & Facts

c. Gain knowledge of the individual client on their values, beliefs, and practices.	Explore and learn about the culture of the client.	
3. Skills a. Develop relationship building and communication skills, including how to address family members and how to use and interpret non-verbal cues. b. Become skilled at working with a translator. c. Become skilled in engaging and working with family members in services.	Depending on the culture some cultures do not look you in the eye. Visiting a home of Slavic people, you introduce yourself; wait for the invitation to come inside; do not say compliments at this point; just talk business; ask if you should take your shoes off. • Speak clearly and concisely. • Be aware of cultural differences. • Build a rapport with client. • Have open and honest communication.	Effective active listening Visiting a House for Slavic people slides 23-35 Communicating via an interpreter An Effective Strategy to Prepare for an Interpretation Session Nurse Home Visiting Clinical Guidelines - OHA Building Rapport Across Cultures

d. Partner with traditional and spiritual leaders. e. Try new strategies when traditional strategies do not work. f. When unsure, ask questions and practice active listening.	For example, ask others who are doing the same work to share ideas.	
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Focus Area 9. Staffing and Training

Goal: Recruit and retain staff that reflect the target population by prioritizing diversity and equity in hiring practices, while promoting an inclusive work environment through ongoing training and initiatives that foster cultural awareness, fairness, and equal opportunities for all employees.

Practice	Supporting Practice	Educational Resources
1. Recruitment and Retention a. Are you posting the position as Spanish, or other languages required? b. Post jobs listings on specialized bilingual job boards. c. Review job description to assure it matches the needs of the position and	• Required qualification-essential criteria. If Spanish fluency, it can be listed as a required qualification. • Preferred qualification – Skills beneficial but are not mandatory for the role. • Recruitment efforts skilled to meet community needs. • Social media, staffing agencies, job boards, diverse organizations, such cultural centers, community organizations, language schools. Inclusive job descriptions minimize bias and promote opportunities for all.	2025 CLHO Local Public Health Workforce Oregon Center for Nursing – Downloadable resources Basecamp – Public Health Nurse Survey Report from OCN The Best Ways to Recruit Top Nursing Staff Inclusive Job Descriptions for Nurses

the language to be inclusive. d. Review hiring process for bias ensuring fairness and equity and minimizing legal risks. e. Take seminars to learn about utilizing new technologies for culturally appropriate outreach to marginalized populations. f. Develop recruitment materials and partnerships to hire diverse nursing staff.	Implement measures to mitigate unconscious bias, such as blind resume reviews and standardized interview questions. Seminars such as inclusive hiring workshops, DEI-focus, webinars on ethical AI in recruitment. Showcase diversity, state organization commitment to equal opportunity and non-discrimination. Staff members from the community understand the issues. Building a diverse and inclusive workplace fosters trust and connections.	Inclusive Recruitment Basecamp - Staffing Standards Improve decision making in hiring How to Reduce Personal Bias When Hiring Strategies for Hiring Bilingual employees https://www.3rnet.org/ Public Health Nurse Survey Report from OCN Inclusive, Local Hiring
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g. Hire staff or consultants from the community that reflect the target population. h. Having cultural representation in staff providing this service. i. Network with RN programs at Community Colleges if applicable, other agencies that employ RN and serve diverse populations.		<u>Oregon Black Nurses Association</u> <u>National Association of Hispanic Nurses</u> <u>Oregon Nurses Association</u>
2. Training a. Provide scholarships for home visitors to learn a new language or to improve their Spanish or other languages. b. Creating pathways for health workers to attain their nursing credentials.	Encourage home visitors to develop new skills such as learning another language. Several programs and initiatives exist to help healthcare workers advance their careers and become nurses. Common pathways such as bridge	<u>The open University</u> Online resources include language apps, websites, and social media platforms. Apps like Duolingo, Memrise, Busuu, YouTube. Languages exchange such Hellotalk, Idyoma <u>Career Pathways Help Workers become nurses</u>

c. Training in cultural background, stigma of mental health, generational trauma, family values, respect, and involvement of elders in family life, caregivers as advocated for their children and value differing cultural approaches to parenting. d. Training topics such as working with interpreters, doulas, CHW's, data collection, culturally responsive practices. (See appendix one.)	programs, career ladder programs, traditional nursing programs. Participate in workshops, explore resources that increase knowledge of different cultural practices. Consider adding training checklist for new staff to include these topics.	Equity Scholarship Program Oregon Health Care Scholarship See Appendix 1. Cultural Competence Training How do I become culturally competent? Cultural Competence Checklist
3. Equity Work a. Create drop in spaces for staff to come together to discuss learning opportunities about equity.	• Designate dedicated and accessible spaces. • Safety and open dialogue.	Building a united workplace to promote diversity, inclusion, equity and belonging.

b. Orient new staff to equity work, the use of language and tools to promote equity work. Consider including in new hire orientation checklist. c. Provide new tools such as Engage to Change to staff to be able to engage with each other honestly. d. Equity Trainings.	• Opportunities for learning about DEI. • Promote Employee Resource Groups (ERG's). Equity is a process and requires practice and training. Consider developing ongoing equity all staff training plans/schedules. Be transparent, share feelings openly and be willing to listen to others' perspective. • Providing training and support for employees meeting them where they are will help to deepen their understanding of racial equity concepts. • Consider networking with the Equity and Inclusion Division.	Diversity & Inclusion Activities to do with Your Team Tools to Engage to Change Part 1 Tools to Engage Engage to Change Team Color Check-In Tool National Equity Project training Oregon Home Visitor Resource Library-Justice, equity, Diversity, Inclusion & belonging. OHA Equity and Inclusion Division
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Focus Area 10. Community Advisory Board

Goal: Establish a Community Advisory Board for the home visiting program that is diverse, and representative of the communities served, ensuring that decisions and policies are shaped through an equity lens that prioritizes the voices and needs of historically marginalized populations.

Practice	Supporting Practice	Educational Resources
Suggested tools	Establish a Community Advisory Board for the home visiting program that is diverse, and representative of the communities served, ensuring that decisions and policies are shaped through an equity lens that prioritizes the voices and needs of historically marginalized populations.	Tools and Resources for Project-Based Community Advisory Boards A guide to Forming Advisory Boards for Family-Serving Organizations

Focus Area 11. Access to Care for Patients with Disabilities

Goal: Ensure equitable access to care for patients with disabilities in the home visiting program by training nurses to provide compassionate, unbiased, and individualized care that meets the unique needs of each patient, regardless of their disability.

Practice	Supporting Practice	Educational Resources
1. Review your policies to ensure a safe, accessible, and ADA compliant practice.	Get to know resources in local areas for people with disabilities. For example, Central Oregon Disability Support Network, North Star Oregon, Umpqua Valley Disabilities Network. Consider Networking with OHA Civil Rights & Inclusion Section. See Contact Equity & Inclusion Division	Oregon Health Authority - Language and Disability Access Introduction to the Americans with Disabilities Act Disability Resources in Oregon Disability etiquette Guide Intellectual and Developmental Disabilities ODHS Disability Rights Oregon
2. Provide equal services to individuals with disabilities.	Ensure accessibility and reasonable accommodation, removing barriers and offering support.	Guide to Disability Rights Laws What is the Americans with Disabilities Act (ADA)?

3. Get to know clients and learn about their disabilities	Consider pre-planning home visits to determine if aids/services are needed to assure in place for Home Visit including invisible disabilities to plan for (example- immunocompromised to support wearing mask).	
4. Provide auxiliary aids and services when necessary to provide effective communication. Consider your process by keeping requests documented such as specific aid or service, forms, points of contact, vendors, dates requested as it may be a lengthy process to secure prior to actual home visit.	Some examples: qualified interpreters, screen readers, and assistive listening devices. Written materials in accessible formats.	Auxiliary aids and services required by ADA Effective Communication
5. Interact with patients with disabilities without bias, labels, stereotypes or insensitivity.	Understand what implicit bias is and challenge your biases toward disability people.	Implicit biases & people with Disabilities
6. Training staff to effectively work with people with disabilities, aids and services in new staff training as well as ongoing basis	- Evaluate and assess current knowledge. - Identify training needs.	Training your Staff on How to Support People with Disabilities

	• Develop training and ongoing support.	
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Section 12. Toolkits/Guides

Organization	Information	Educational Resources
American Psychological Association	Provides guidelines and resources for inclusive communication and practice.	Equity, Diversity and Inclusion Framework -
Association of State and Territorial Health Officials (ASTHO)	Framework to help state health agencies promote equity through policy.	Racial Equity Toolkit Health Equity Policy Toolkit - ASTHO
Child Trends	Resources to support children's emotional well-being amid antiblack racism, racial violence and trauma	Research brief
Coalition of Communities of Color	Open-source tool	Protocol for Culturally Responsive Organizations
Collective Impact Forum	This toolkit will help teams explore how centering racial equity will help in reaching their goals.	Racial Equity Toolkit
Collective Impact Forum	Community Engagement is about ensuring that those	Community Engagement Toolkit

	most impacted by social challenges have a say in designing and implementing solutions.	
Collective Impact Forum	The site has many tools for collective impact efforts and center equity.	Explore the Resource Library
Health and Human Services	Working effectively with an interpreter- Checklist.	Working effectively with an interpreter
Healthy Outcomes from Positive Experiences (HOPE)	HOPE as an Anti-Racism Framework in Action.	Healthy Outcomes from positive experiences as an Anti-Racism Framework in Action
National Association of County and City Health Officials	Mobilizing for Action through Planning & Partnerships	Mapp 2.0 User's Handbook
National Center for Cultural Competence	Health care programs to design, implement, and evaluate culturally and linguistically service delivery	National Center for Cultural Competence
National Institute for Children's Health Quality (NICHQ)	A resource to increase health equity and address implicit bias Improve health and well-being	Implicit Bias Resource Guide NICHQ
Ontario Public Libraries	Understanding of anti-racism, specifically as it relates to	Anti-Racist Resource Guide

	anti-Blackness and police violence	
Johns Hopkins Center for Health Security	Checklist to improve trust and communication. The checklist provides tools, resources and internal opportunities for Health Departments.	Checklist to Build Trust, Improve Public Health Communication, and Anticipate Rumors During Public Health Emergencies.
Oregon Department of Justice	As a sanctuary state since 1987, Oregon stands for the safety, dignity, and human rights of all Oregonians.	Oregon Department of Justice Sanctuary Promise Guidance Oregon Department of Justice – Toolkit- You belong
Trauma Inform Oregon	Training, tools, videos, books and more	Trauma Informed Care Resources
Unnatural Causes	Documentary series to tackle the root causes of our alarming socio-economic and racial inequities in health.	Series

Appendix 1. Cultural Competence Training

Organization	Information	Educational Resources
Oregon Health Authority	Oregon Home Visitor Resource Library.	Home Visiting Training Resources
Oregon Health Authority	Topic Area of Justice, Equity, Diversity, Inclusion & Belonging.	Oregon Home Visitor Resource Library
Oregon Health Authority	Topic Area of Cultural and Linguistic Responsiveness.	Oregon Home Visitor Resource Library
Institute for the advancement of family support professionals	This module applies the concept of cultural humility to home visiting work with culturally and linguistically diverse families.	Cultural Humility Part One Cultural Humility Part Two
County Health Rankings & Roadmaps	Increased cultural understanding and skills.	Cultural Competence Training for Health Care Professionals
County Health Rankings & Roadmaps	Improved patient-provider communication.	Professionally trained medical interpreters
Start Early	Self-Paced Online Courses, Live Webinars – Full course catalog.	The Essentials of Home Visiting Course Catalog

