

Community Assessment Template

Introduction

The intent of this template is to help you as you prepare your cultural competency plan to meet accreditation standards for the National Children's Alliance (NCA). It was developed by the Regional Advocacy Centers, in collaboration with NCA and the National Children's Advocacy Center (NCAC).

As with all aspects of the accreditation process, the hope is that this document will not only help you meet the standard for accreditation, but will help your staff and MDT provide the most culturally competent services possible to the children and families in your community.

Definition: Cultural competency is defined by NCA as the capacity to function in more than one culture, requiring the ability to appreciate, understand and interact with members of diverse populations within the local community.

Community and Organizational Assessment

The intent is that your staff, MDT, volunteers, Board and client population reflect the makeup of your community and that by assessing these components, the underserved populations will be identified.

To Do: Gather Information for Assessment

Suggested assessment topics:

- Race
- Ethnicity
- Gender
- Disability
- Sexual orientation
- Socio Economic Status
- Rural v. Urban
- Religion
- Primary Language
- Family Structure, (i.e., Single parent, grandparents, same sex couples)

Assessment Areas:

- CAC Staff
- Board of Directors
- Volunteers
- MDT
- Client population

Possible Assessment Sources:

- US Census
- Chamber of Commerce
- City and County Data Sources
- School Systems Data Sources
- United Way Needs Assessments

Sample Statistical Table for Easy Comparison of Demographics

| Table 1.1 | | Service Area Past Year (i.e. 2015) | CAC Clients Year | CAC Staff Year | CAC Volunteers Year | CAC Board Year | CAC MDT Year |
|-----------------------------|---------------------|---|-----------------------------|---------------------------|------------------------------------|---------------------------|-------------------------|
| Gender | Male | | | | | | |
| | Female | | | | | | |
| Race | Caucasian | | | | | | |
| | African American | | | | | | |
| | Latino | | | | | | |
| | Asian | | | | | | |
| | Native American | | | | | | |
| | Other | | | | | | |
| Age | Under 5 | | | | | | |
| | 5-9 | | | | | | |
| | 10-14 | | | | | | |
| | 15-19 | | | | | | |
| | Under 18 | | | | | | |
| | 20-34 | | | | | | |
| | 35-49 | | | | | | |
| | 50-64 | | | | | | |
| | 65 and above | | | | | | |
| Income | Below poverty level | | | | | | |
| Total Population | | | | | | | |
| Languages Spoken | | | | | | | |
| Special Needs | | | | | | | |

To Do: Analyze Data Collected

Analysis of Assessment:

From the information you have gathered during your assessment:

- What community demographics are not represented in your client population? Board? MDT? CAC Staff?

Additional Assessment Areas:

- Are there interpreters available in your community?
- Are they court certified?
- Are they willing to sign a linkage agreement to provide services and/or work with your team? Are they willing to work with you to understand and be trained in how to help with Forensic Interviews?
- Are there written materials that should be translated into other languages?
- What resources, culturally diverse groups or agencies are available to help educate the team to help them operate more effectively in different cultures?
- Is the décor/artwork in your CAC representative of the different cultures?
- Do you use any resources, i.e. Anatomical Drawings, Dolls, etc. that should reflect the different cultures in your community?
- Are any books, magazines, DVDs, etc. in your CAC inclusive of different cultures, developmental needs, different family structures, sexual orientation or age and gender (non-offending fathers/teenagers?)
- Value systems assessment – What does the team do when the non-offending caretaker's values or views differ from those of the team or they are not responding the way team members believe they should? (i.e., I can protect my child and stay with my boyfriend). How do we gain an understanding of their values and perceptions and effectively provide assistance to alleviate their fears (no money, no job, no home without boyfriend) and help them support their child and access services. When their values or behaviors conflict with the team's values, do we often disregard them and treat them with hostility? Might it not be the case that they, in fact, need the most support and education on how to effectively protect their child and access services.

Additional Service Assessment Areas:

- Do you have mental health providers, whether on-site or through linkage agreements, that reflect the diversity in your community or that have experience with and understand how to provide services to your diverse populations?
- If not, what additional resources, mental health specific training or providers are available and how can you access these to enhance your current mental health services to appropriately deliver services to the diverse populations in your area?
- Do you have medical providers that are able to effectively meet the needs of the diverse cultures identified in your assessment?
- If not, what specific education, in addition to the cultural competency training provided to the entire MDT, would your providers need to obtain to effectively interact with the child and non-offending care

taker and meet the medical needs of that population? (i.e., interpreters to accompany the child?, awareness of medical issues that may be specific to that culture (i.e., Mongolian Spots). Potential resources: THICM, MRCAC, Specialized Children's Hospitals within your state.

- Are your victim advocacy materials and services culturally competent (i.e., court support and court preparation, victims' rights information and crime victim compensation)?

To Do: Develop Strategies for Outreach to Un- or Underserved Communities

At minimum strategies should include:

- How you will provide interpreters in the identified languages, including communication for deaf/hearing impaired and blind clients.
 - Who will provide these services?
 - What training will they need?
 - How will you fund this?
 - What contracts or linkage agreements need to be developed and signed?
- How you will provide written materials in the identified languages.
 - What materials will need to be translated?
 - Who will do the translations?
 - How will you fund this?
 - What resources already exist so you do not have to re-invent the wheel?
- How you will determine what questions should be asked to gather developmental, disability and information?
 - Determine who should ask these questions.
 - What forms or intake procedures will need to be revised to incorporate this information?
- Plans to provide trainings on developmental, disability, cultural issues in child abuse cases.
 - What trainings for the Board?
 - What trainings for the MDT?
 - What trainings for Staff?
 - What training for Volunteers?
- Plans to engage in community outreach to the underserved populations in the identified underserved communities
 - Who and How will you reach out to the underserved populations identified through your community assessment?
 - Will you use staff/volunteers/Board members and/or MDT members?
- Plans to address the gaps that exist between staff and board member and MDT demographics and community demographics.
 - How will the Board alter their recruitment process to incorporate identified plans to address gaps?
 - Do the Board Bylaws need to be updated to reflect these changes?
 - How will recruitment and hiring practices need to be changed to address the gaps?
 - Do Policy and Procedure manuals need to be updated to reflect these changes?

- How will the MDT alter their composition or recruitment to incorporate identified, missing demographics?

Sample Strategies and Objectives

| | | | | Target | |
|---|---|--|---|--------|---|
| Client Tracking | 1.1 Identify potentially underserved populations and comparing results with local demographics | Begin tracking results of FI Intake Sheet | | | |
| Client Tracking | 1.2 Identify client and family needs (employment status and use of social services) and comparing results with local demographics | Begin tracking employment, financial status, and use of social services through Crisis Interview Form | | | |
| Client Outreach and Accommodations | 2.1 Identify and accommodate diverse client needs for clients receiving a forensic interview. | FI Intake Sheet will document clients' first language, disabilities, etc | | | |
| Client Outreach and Accommodations | 2.2 Identify and accommodate non-English speaking and deaf or hard-of-hearing needs for clients and their caregivers receiving all services | <ul style="list-style-type: none"> • Provide Spanish-speaking clients with the FI brochure, TF-CBT/Trauma brochure, Welcome to Therapy brochure, and FI Intake Sheet translated into Spanish. • Provide translation services through | • | • | • |

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|---|---|---|--|--|--|
| | | <p>formalized agency contract</p> <ul style="list-style-type: none"> • Provide deaf or hard-of-hearing clients and caregivers with sign language services through formalized agency contract | | | |
| Client Outreach and Accommodations | 2.3 Based on statistics from local and agency data, provide outreach to Latino and Asian populations | NCAC involvement through Diversity Committee will work with Latino and Asian organizations concerning child abuse reporting and trauma effects | | | |
| Client Outreach and Accommodations | 2.4 Create safe environment for GLBTQ clients to discuss their concerns/issues while receiving services | Research and increase the number of available therapeutic books/brochures regarding GLBTQ issues and concerns | | | |
| Client Outreach and Accommodations | 2.5 Increase educational resources for clients with non-traditional families | Research and increase the number of available therapeutic books regarding non-traditional families | | | |
| Board Member Diversity | 3.1 Further diversify board to better reflect the Huntsville/Madis on community | Increase the number of diverse board members | | | |
| Board Member Awareness | 4.1 Assess cultural competencies and diversity | Provide board members with a Cultural Competency | | | |

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|---------------------------|--|---|--|--|--|
| | among board members | survey | | | |
| Staff Diversity | 5.1 Further diversify staff to better reflect the Huntsville/Madison community | Increase the number of diverse staff members | | | |
| Staff Awareness | 6.1 Assess cultural competencies and diversity among NCAC employees | <ul style="list-style-type: none"> • Provide employees with a Cultural Competency survey • Incorporate cultural competency questions into annual staff survey | | | |
| Staff Awareness | 6.2 Increase staff awareness of cultural diversity issues | Provide cultural diversity issues in All Staff meetings | | | |
| Staff Awareness | 6.3 Increase staff involvement in All Staff meetings | All meeting schedule change to accommodate greater number of employee schedules | | | |
| Staff Awareness | 6.4 Form Diversity Committee | Conduct organizational meetings as function of committee | | | |
| MDT Diversity | 7.1 | | | | |
| MDT Awareness | 8.1 Implement a comprehensive MDT orientation process (including culture and diversity training) | Continue development of orientation process | | | |
| MDT Awareness | 8.2 Become more familiar with the needs and mores of Native American culture | Present or attend presentation regarding Native American laws on child abuse | | | |
| Community Outreach | 9.1 Develop diversity programs in community | Reinstitute Diversity Schoolhouse | | | |
| Community | 9.2 Establish | Invite community | | | |

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|---------------------------|--|--|--|--|--|
| Outreach | ongoing communication with diverse community organizations | members to speak at NCAC while reciprocating speaking engagements to their organizations | | | |
| Community Outreach | 9.3 Establish and maintain consultative relationship with community organizations when guidance is needed in issues of diversity | Develop a contact/resource list of persons/organizations representing various diverse populations in the area | | | |
| Community Outreach | 9.4 Increase agency awareness of the new Alabama immigration laws and appropriate accommodations needed in the provision of services | <ul style="list-style-type: none"> • Invite an expert on new Alabama immigration laws to speak at NCAC • Invite local Latino organizations to NCAC to discuss response to response to immigration laws | | | |

To Do: Develop Method to Monitor Effectiveness of Outreach and Intervention Strategies