

## **CULTURAL COMPETENCE: MAINTAINING THE ASKING STANCE WITHIN THE COORDINATED CHILDREN'S SERVICE INITIATIVE**

### **Assuring Access and Adaptation to Increase Effectiveness of Coordinated Service Approaches**

#### **CULTURAL CONSIDERATIONS:**

Ethnicity, Race, Gender, Age, Socio-economic Status, Education, Primary Language, English Proficiency, Spirituality/Religion, Immigration Status, Literacy Level, Employment, Sexual Orientation, Geographic Location, Physical Disability or Limitation, Criminal Justice Involvement

- What is your role in the effort to establish an effective collaborative coordinated system of care to improve outcomes for children and their families?
- Who are the people in the community?
- Who are the people you serve?
- Where is the gap? Who in the community is not benefiting from the intended service?
- What can you do differently to reach them based upon what you know about them?

#### **CONSIDER THESE DOMAINS:**

##### **Needs Assessment**

- What does the individual, family or community need?
- How do I engage community leaders and cultural brokers to assist in service development and help facilitate the entry process?
- Have I considered natural support networks: families, complementary and alternative resources, spiritual community systems, community centers and natural gathering places?
- Are the participating organizations fully representative of the diversity found in the community?

##### **Information Exchange**

- How do I continue to take in new information and get the word to all in the community about what we offer or plan to accomplish? (In what languages and using which media?)
- Who from the community's natural networks can be engaged as allies in information sharing?

## **Services**

- How are people engaged and how do they drive the service delivery decisions?
- How are natural networks incorporated as per the wishes of those receiving services?
- Has the impact of holistic approaches and traditional healing methods been considered in determining needs and services?
- What has been done to assure services are accessible to all who need services?
- (location, transportation, language, childcare, operation hours, literacy level, availability)
- Do we have the language capacity to serve the diversity present in the community?
- How have services been culturally adapted to match the individuals we serve?
- Is the team process and atmosphere reflective of a multicultural perspective?

## **Human Resources**

- Are ethnic groups in the community represented throughout the teams CCSI processes?
- Are there bilingual/bicultural staff or trained interpreters who speak the languages present in the community who would be available? (particularly on Tier I)
- Do teams receive ongoing education about relevant services and concerns?
- Do staff receive training about the people present in the community?
- Are staff expected to address individual access issues as they arise?
- Are there supervisory and supportive processes that allow for discussion and planning about cross-cultural issues?
- Does the employee evaluation process include assessment of staff's cultural competence?

## **Policies and Plan**

- Does the CCSI team planning process provide for development of culturally responsive services?

## **Outcomes**

- Does the team examine outcomes for effectiveness across cultures?

## **For Resources and Assistance Contact:**

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