The **Cultural Analysis & Plan** is a compilation of data and narrative information that analyzes the extent to which all aspects of its service delivery system (initial engagement, home visiting, supervision and management) consider the culture of families.

This plan will address the following components: materials, training and the service delivery system, and integrates input obtained from families and staff. Information from your Cultural Analysis & Plan allows your site to continually modify or tailor its system of service delivery based on the cultural characteristics of the families being served. It also includes identification of patterns and trends related to site strengths as well as areas to improve upon, and will assist in your organization’s planning and implementation of organizational/program goals of cultural responsiveness and racial equity.

**Service Population**

**PLEASE NOTE:** To meet the Standard for 5-1, your site is required to look at two different factors: Ethnic or Racial Characteristics and Language Characteristics. You also need to pick AT LEAST one additional category of information to study. See the HFA Guide to Cultural Analysis and Plan document (pages 2-7) for a list of other important characteristics to consider.

1. **HFO’s statewide target population is ‘all births.’** However, for your local site, describe the cultural characteristics of the current service population (families who are enrolled and currently receiving services). Remember, you must include race or ethnicity, language, and at least one additional category to be in adherence:

   The families that are enrolled and currently receiving services within our region are White, English speaking families, Hispanic with some Spanish speaking families and families who fall below the federal poverty level.

2. **Compare demographics of the target population (all births in your area) with your current service population noted above (families who are currently receiving services). What have you discovered? What trends did you notice in your data?**

<table>
<thead>
<tr>
<th></th>
<th>Malheur County</th>
<th>Baker County</th>
<th>Wallowa County</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>White alone not Hispanic or Latino</td>
<td>38%</td>
<td>86%</td>
<td>100%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Malheur County</td>
<td>Baker County</td>
<td>Wallowa County</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td><strong>White alone not Hispanic or Latino</strong></td>
<td>60.8%</td>
<td>91.1%</td>
<td>93.1%</td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>34.0%</td>
<td>3.2%</td>
<td>3.0%</td>
<td></td>
</tr>
<tr>
<td>*<strong>Other race</strong></td>
<td>7.9%</td>
<td>6.1%</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td><strong>Spanish Speaking</strong></td>
<td>24.7%</td>
<td>4.6%</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td><strong>&lt;100% FPL</strong></td>
<td>**</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td><strong>100% to 200% FPL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>&gt;200% FPL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Other race includes Black or African American alone, Asian alone, Native Hawaiian and other Pacific Islander alone, American Indian and Alaska Native alone and Two or more races

2017 US Census Bureau Quick Facts

** Reports as “person in poverty”; 22.9% Malheur County, 14.6% Wallowa County, and 14.0% Baker County

Discoveries and Trends
- The 1% other race that we were serving was American Indian and that one family was in Baker County
- We are currently serving the majority of the Race/Ethnicity that our region makes up
• There is room to improve on reaching the smaller populations that make up the other races.
• 98% of the population that we are serving are at or below the Federal Poverty Line.
• The majority of families living in poverty are in Malheur and Wallowa Counties with 41% and 43%.
• What seemed odd was that Baker and Wallowa Counties were similar based on the county’s percentage of families living in poverty with 14.0% and 14.6%.

**HFO Staff**

1. **How does your HFO staff represent your current service population noted above? How is your staff equipped to serve your site’s service population?**

Each staff member was asked to fill out a survey and below are the results. These results show that the staff that are currently hired represent our service population and are equipped to serve them.

- One home visitor in Malheur County is Hispanic and bilingual. She was raised in a Hispanic culture and therefore can relate to the Hispanic population.
- The other staff are white/English speaking.
- They range in age from 34 to 62 giving time to have had many life experiences.
- Some have raised their children in a single parent home.
- Some have experience living in poverty themselves.
- Some have raised children with physical disabilities, developmental delays and some with behavior diagnosis.
- One home visitor was a victim of abuse and neglect as a child themselves.
- One home visitor is a registered nurse.
- All are committed to honoring different cultures and supporting families in their culture.
- Most have had multiple training on ACEs and childhood trauma and the affects it has on families.

Each one has demonstrated that their circumstances do not have to dictate who they become. They are all wanting to help others to see the potential that each person has in order to overcome the barriers and change the outcomes that families want changed.

2. **What gaps, if any, have been identified that need to be addressed? In what ways is your site already addressing these gaps? If not already addressing, how will the site go about this?**

We have identified the gap of not serving smaller populations within each county.

Below are some of the ways that we are addressing the gaps.

- We are meeting with other agencies and organizations monthly to discuss where these populations can be found and what services they may be needing and where there are other gaps needing to be addressed.
- We are meeting with the Welcome Center in Malheur County to connect with refugee families.
- We are extending our understanding about refugee/immigrant families with resources given by the welcome center.
- We are trying to reduce the negative stigma of home visiting and parent education.

**Materials**

To ensure that a site is demonstrating culturally sensitive practices in all aspects of delivery, review materials that your site provides to families that are reflective of their unique characteristics. Most sites have many materials that are made available to meet the varying needs of families. This is necessary to see if the materials continue to be family-centered and culturally responsive to the population you are currently
serving (languages, race/ethnicity, reading level, cultural characteristics appropriately represented in materials visually, etc).

In reviewing your site materials, please describe the following for the three areas listed below:

- **Strengths with materials you are currently using (how materials match your service population or adapt them if needed)** and
- **Gaps or areas need to be strengthened to improve cultural sensitivity**

a. **Eligibility Screening**: Our eligibility screens are in both English and Spanish. We are creating an “elevator speech” where home visitors and screeners can use to better explain our program that would be sensitive to the different cultures that we serve.

b. **Home Visiting Services**: We are pleased with the GGK curriculum and all the handouts that we have been using thus far. We would like to get some items to use within our activities or administering the ASQ -3 that would represent the different cultures. For example, an ethnic doll, books and puzzles representing another race besides white.

c. **Within the Community**: HFO has created brochures in several languages to give to community partners. We have not encountered any gaps to strengthen yet within the community.

**Community Partnerships**

1. **How does your site monitor community partners who make referrals to your HFO program to ensure families are given accurate information and feel safe there?**

   We have good relationships with our community partners and meet monthly with them at our Cradle to Career Meetings that take place in all three counties. We are always sharing information with each other and actively supporting each other. We have a few partners that we periodically drop by their office to fill up a candy jar that we have given as a thank you gift and are always reminding them of our gratitude and desire to support them in getting us referrals.

2. **Are there any community partners that your site is actively pursuing to engage that serve a majority of your service population?**

   - We are actively pursuing partners that are not necessarily new but have had turnover and have new employees.
   - We are actively trying to engage a nonprofit organization in Baker that serves pregnant moms and those who have young children in needing basic items.
   - We would also like to engage the high schools more in order to engage with teen moms.
   - The Welcome Center in Malheur County.

**Training**

*Cultural sensitivity training helps ensure that all staff are equipped in connecting and building cross-cultural relationships with families. Standard 5-3 requires that all HFO staff receive training related to the unique characteristics of the service population at least annually.*
1. What are some of the relevant trainings that your staff have received over the past two years that meet standard 5-3 and align with the population you are currently serving?

- Each year we have attended the Strengthening Families Conference in Idaho where we have been able to choose relevant subjects in our work.
- Resilience Can Be Taught! by Christian Moore
- Training on ACEs and Trauma Informed Care
- Challenge Day in Baker
- Compassion Fatigue
- Equity for the Common Good
- Service Equity Training
- Parental Substance Abuse & Impact on Child Wellbeing
- Krimes Against Kids Conference
- Healthy Touch for Children & Youth – Sponsored by Darkness to Light

2. List any training gaps that need to be addressed?

- Staff have requested to have more training in poverty. Offering the poverty simulation that has been hosted by DHS would be a relevant training.
- Training that could address working with families with cognitive disabilities or delays. Those whose brains have been affect tremendously due to childhood trauma and substance abuse
- Working with refugee and immigrant families
- Supporting LGBTQ families
- Supporting families who have children struggling with gender identity and sexual orientation

3. In revisiting your most recent Family Acceptance Analysis and Plan, are there any areas that staff may require additional training to increase acceptance of potential participants?

Staff could benefit by additional training in how to present the program as a universal program that is available to all parents who are either pregnant or have recently had a baby.

Staff and Family Input

STAFF INPUT

1. Share the results from your recent Staff Cultural Sensitivity Survey completed with all HFO staff. Please include all areas that are noted in the survey below:

   a. **Strengths identified:** All staff feel that as a site we are responsive to the families’ values and beliefs.

   b. **Areas for improvement:** Research why there is a disconnect with the partners where referrals could come form in Baker such as WIC, Health Dept., DHS, and other medical partners. Malheur County would like to continue to remind providers and community partners that we are here and what our program offers.

   c. **Recommendations from staff:** One staff recommended that HFO implement a “system/method” to collect data needed without adding additional paperwork for home visitors and supervisors.
1. Include your site-specific data from the current NPC Status Report Tables: “Cultural Competency and Strength Orientation of Home Visitors”. Review and compare your local data with the statewide averages, review and get input from staff, etc., as a means to help identify and develop areas to strengthen and identify site strengths in this area:

<table>
<thead>
<tr>
<th>Program/County</th>
<th>Number (%) of Families Reporting Staff Encouraged Them to Think About Their Culture</th>
<th>Number (%) of Families Reporting Staff Respected Their Family’s Culture and/or Religious Beliefs</th>
<th>Number (%) of Families Reporting Staff Provided Materials in Their Preferred Language</th>
<th>Number (%) of Families Reporting Staff Helps Them to See Strengths They Didn’t Know They Had</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multnomah</td>
<td>221 (67%)</td>
<td>259 (67%)</td>
<td>124 (66%)</td>
<td>122 (90%)</td>
</tr>
<tr>
<td>Tillamook</td>
<td>25 (63%)</td>
<td>22 (100%)</td>
<td>10 (92%)</td>
<td>28 (97%)</td>
</tr>
<tr>
<td>Umatilla, Union, &amp; Morrow</td>
<td>322 (67%)</td>
<td>36 (100%)</td>
<td>12 (82%)</td>
<td>35 (93%)</td>
</tr>
<tr>
<td>Morrow</td>
<td>3 (75%)</td>
<td>4 (100%)</td>
<td>1 (50%)</td>
<td>4 (100%)</td>
</tr>
<tr>
<td>Umatilla</td>
<td>25 (80%)</td>
<td>29 (100%)</td>
<td>11 (100%)</td>
<td>27 (93%)</td>
</tr>
<tr>
<td>Union</td>
<td>4 (80%)</td>
<td>5 (100%)</td>
<td>–</td>
<td>4 (80%)</td>
</tr>
<tr>
<td>Wallowa, Baker, &amp; Molalla</td>
<td>74 (79%)</td>
<td>42 (98%)</td>
<td>13 (100%)</td>
<td>41 (95%)</td>
</tr>
<tr>
<td>Baker</td>
<td>34 (17%)</td>
<td>20 (95%)</td>
<td>8 (100%)</td>
<td>21 (100%)</td>
</tr>
<tr>
<td>Malheur</td>
<td>14 (72%)</td>
<td>18 (100%)</td>
<td>8 (100%)</td>
<td>16 (90%)</td>
</tr>
<tr>
<td>Wallowa</td>
<td>5 (75%)</td>
<td>4 (100%)</td>
<td>–</td>
<td>4 (100%)</td>
</tr>
<tr>
<td>Washington</td>
<td>120 (86%)</td>
<td>132 (95%)</td>
<td>50 (98%)</td>
<td>123 (88%)</td>
</tr>
<tr>
<td>Yamhill</td>
<td>34 (89%)</td>
<td>36 (95%)</td>
<td>16 (100%)</td>
<td>35 (92%)</td>
</tr>
<tr>
<td>State</td>
<td>1,362 (87%)</td>
<td>1,519 (97%)</td>
<td>513 (94%)</td>
<td>1,413 (96%)</td>
</tr>
</tbody>
</table>

Table 27b. Cultural Competency & Strength Orientation of Home Visitors\(^{57}\) 2016-17 (CE 5-4.8)

Our site is exceeding the state percentage in all but one area in what parents are reporting regarding cultural competency & Strength Orientation of Home Visitors. The area that can be strengthened is in staff encouraging them to think about their culture. When talking to staff about this their thoughts were that
because they are not coming right out and saying that the family should think about their own culture that the families may not be understanding that when a home visitor reminds them of the values and wishes that they had for their child and how they can incorporate those values and beliefs within their family, that they are encouraging them to think about their own culture. They decided that they were going to try and use the same language that is on the actual surveys that the parents are filling out. For example, “When thinking about your culture, how can you bring these values that you want for your child out.”

There were two areas where we achieved 100%, staff helping them see that they are good parents and Staff encouraging them to think about their personal goals or dreams. We felt that these both are extremely important areas. Once parents can see that they are good and they can accomplish goals, they tend to become more vested and wanting to continue to improve. Way to go home visitors!

2. Include any additional findings regarding cultural sensitivity that your site collects by input from families (surveys, focus groups, quality assurance calls, etc.):

Supervisors do semiannual quality assurance calls. These calls are designed for families to be able to give their feedback on how they are feeling towards their home visitor, the materials and activities that they bring and the amount of time they are in a visit. There is also room for their input on improvements. Unanimously, families have nothing negative to say about their home visitor. Here are a few quotes from them. “We like everything about her”, “She is so helpful, she has been our home visitor for a long time and I feel like she really cares about us”, “She is nice and always listens and has taught me a lot about being a good mom”, “She is always so helpful and she makes me to feel good about being a good mom”, She doesn’t make me feel like I am doing anything wrong”, “She is very nice and willing to help. Gives good stuff to work on.”

Initial Engagement (Screening)

1. As the first person that families meet from HFO, how does your site ensure that Eligibility Screeners have the tools necessary for individualized, culturally respectful interactions with families?

Eligibility Screeners have been trained in delivering the assessment tool uniformly and to meet the parent’s needs. Screeners take information on resources that may be useful for any culture and a thank you gift for allowing them to share information about the program and to complete the assessment tool.

2. How does your site deliver the screening tool in different ways for different groups of parents?

Screeners will ask the parent if they would like to fill out the assessment tool on their own or have the screener ask them the questions. If there are a lot of people in the room, the screener may ask the family for privacy if that is what the mom would like. If a screener is screening at the hospital after mom has given birth and can tell that mom is not engaging, the screener will ask if she would like them to come see her once she has gone home.

Service Delivery (Home Visiting)

1. How is your team set up to be adaptable to different cultures of families?

In two of our three counties we have two home visitors that we can assign to families based on characteristics of both the home visitor and the family. Home visitors are willing to meet families at times
that fit their schedule and locations that would make it possible for visits. We are continuously learning new ways of serving the different cultures of today. Our team is made up of ordinary individuals whose life experiences, education and above all the desire to see families overcome adversity and thrive in our communities create a non-judgmental attitude. Our team gets regular supervision where they can reflect to themselves and how they are relating to the different cultures. Supervisors try an create a non-threatening, relaxing environment where real relationship can be built.

2. **Do you see any pattern in the demographics of families who are most likely to stay in the program, and which are most likely to exit? If so, what steps has your site taken to remedy this challenge?**
   - We have seen families who are unemployed stay in longer than those who are working or obtain a job. This is primarily because those who have a job are too busy and can’t fit in an hour visit during their day. We have offered to have visits during their lunch hour or right when they get off work.
   - Teen parents are also hard to keep engaged in the program. We feel that this is mainly due to their own developmental stage and having other priorities than a visit. Some are also homeless and don’t always have a place to have visits. We offer to have visits while they are at school if they are attending the alternative school. We have also offered our visitation room in the offices in Wallowa and Baker or if weather permits, outside at the park.

3. **How does your site currently consider ethnic, cultural and linguistic factors in assigning home visitors to families?**
   We have only had the privilege of serving Spanish speaking families in Malheur County. We assign our Hispanic, Spanish speaking home visitor to these families. We have served Hispanic families in the other two counties in the past and those families also spoke English and, therefore, did not request a translator. Supervisors also look at the risk factors of families and try and pair them with a home visitor who may have related experience. We also realize living in small towns that a home visitor may already know the family and if that poses a conflict of interest, we will assign the other home visitor or connect them to other resources.

4. **What resources do staff have to allow them to fully engage families who speak a different language than they do?**
   We have a resource called “Passport to Language” where we are able to call and are connected to someone who speaks the language needed. We can also use bilingual staff from community partners. We currently have forms and information about our program in both English and Spanish and are working on creating forms in some of the other languages.

**Supervision**

1. **How is your site supervisor(s) equipped to help direct service staff overcome barriers in connecting with the cultural groups in the service population?**
   - Both site supervisors have also been home visitors and can relate to the complexities that a home visitor experiences.
   - Their own unique experience such as being a teen mom, living in poverty, being a single parent at some point in child raising and taking care of children with illness and behavioral diagnosis.
   - Continuous training in the different cultures that our site serves.
2. **How are supervisors equipped to adapting to the different styles and cultures of staff they supervise?**
   - Building relationships with each staff member they supervise.
   - Recognizing and reading their cues
   - Allowing their individual strengths and abilities to be used
   - Creating a space that allows for transparency and honesty
   - Through ongoing training

3. **How does your site implement/encourage healthy work culture and communication among staff with different cultural backgrounds?**
   - We have quarterly regional meetings where we all get together to build relationship
   - Annual retreats where we spend time together in a cabin or house making food together, playing games and participating in activities together.
   - We have each other’s contact information and are available to assist in one another’s needs.
   - We try and learn something new about each other every time we are together.

**Management**

1. **What formal practices at your site do you have to recruit and select diverse staff?**
   We are always trying to find quality, well diverse staff. We operate in a rural area and therefore are often challenged in this area. We post positions in numerous avenues to gain a wide audience. Applications are not just considered based on education. We have found that some of our best employees have had limited or no higher education. We started this year with a two tiered interview process where we have given potential candidates a task based on the position to see how they respond to the role that they will be filling.

2. **How do you ensure your site is able to retain diverse staff who are reflective of the population you serve, and equipped to serve them well? Have you noticed any trends in those who have left employment, versus those who have stayed?**
   We feel that our current staff is reflective of the population that we are currently serving. I believe their own unique characteristics and experiences equip them to serve our populations. Those who have left employment with us, left because of needing higher salary and a benefits that included family.

3. **How do you ensure you’re able to provide training which equips staff to serve families in your service population? Do you have a formal process for reviewing training needs and selecting what you should train to next?**
   During staff’s annual review they are asked about what type of training they are interested in so they can be provided that type of training during the next year. Supervision is another time when training needs are discussed and then given to the Program Manager. The Program Manager also looks for areas where training may be needed within the site to improve outcomes.
   The Program Manager reviews the requests to see if there is a trend in what staff may want. Trainings are offered to each staff member and attended by those who need it. Required annual training is usually done as a group either during a regional staff meeting or as a training becomes available.

4. **How have you worked to create a culture where your site staff are self-aware? What challenges have you encountered along the way?**
Becoming self-aware can be a scary thing. By spending time getting to know each other and participating in reflective consultation groups, staff have been able to open up and be real with themselves and with the others. We learn that we are a lot alike and need each other to do the kind of work we are doing. Past staff have struggled with being self-aware, creating a non-professional environment and ultimately not a good fit for our site.

**Advisory Group**

1. **Do your local Advisory group members represent a mix of skills, strengths, community knowledge, professions, age, race, sex, nationality or ethnicity? Does it include membership from a non-dominant culture in your community? Does it include members with some expertise in cultural sensitivity?**

   Eastern Oregon Hub Board acts as the advisory for EO HFO. It is made up of five members from each county plus one at-large member representing Hispanic culture and one at-large representing parents. The board is a wide mix of skills, strengths, community knowledge, professions, age, gender and ethnicity. Expertise exists in the following areas: K-12 education, private business, physical health, law enforcement, college, mental health, early childhood, nonprofit services, and government agencies. Three board members and two staff are also members of the Malheur Equity Stewards, a community of practice that is committed to advancing equity through values-based leadership.

2. **In reflecting on the culture of the site as a whole, what about the culture of the advisory board? Is the advisory board equipped to have tough conversations about culture and think critically about how services could be improved?**

   I do believe that the Advisory Board is equipped to have tough conversations about culture. I have seen a group of people come together with a unified vision of creating a community of resources and services that are available to all in the hope of improving situations and experiences for families from birth all the way to college. There is a level of respect for all represented and the desire to see change.

3. **In what ways could your advisory group become more diversified, if necessary?**

   The advisory group is in the middle of board development and change. Goals include meeting more frequently and digging deeper into issues and solutions. The group is specifically asking who is missing at the table. The group seems to already have a wide mix of sectors and expertise. If we do not expand the membership of the advisory group, we may create committees to provide more influence from the sector we need information such as parents or refugees.
PLAN TO INCREASE CULTURAL SENSITIVITY

Review your work so far and highlight any areas in the document that is an area to strengthen. Develop a plan with specific strategies to address these areas that are in need of strengthening.

- Have more training on the areas that home visitors are most interested in
- Continue to build new and cultivate current relationships with agencies and organizations to create partnerships
- Continue conversations on culture and learn how we can fill in the gap with more families in our communities
- Continue to reinforce the strengths that each family possesses and build their confidence as a parent in a world where ALL parents struggle in one way or another.
- Have meaningful conversations with the advisory board that can be used to improve the quality of our program.
ADVISORY BOARD REVIEW

The Cultural Analysis & Plan is reviewed with your local advisory group, obtaining input, feedback, and recommendations from them. Please write a narrative concerning advisory group feedback regarding your site strengths and areas to strengthen.

Date of review with Advisory Group:

__________________________________________________________________________  ________________________
Signature of Program Manager                               Date

__________________________________________________________________________  ________________________
Signature of Advisory Group Member                               Date