



MIECHV CQI Newsletter: *Diversity*

MARCH 2015

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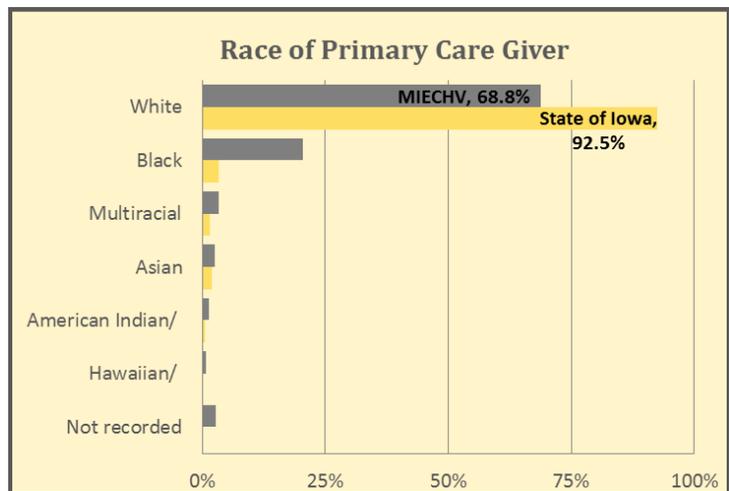
The Continuous Quality Improvement (CQI) team is a partnership between MIECHV supervisors and the MIECHV Quality Assurance Coordinator. The CQI team focuses on data-driven quality improvement initiatives for home visiting programs in Iowa.

Data at a Glance: Gender & Race

Although diversity is often used to refer to racial or cultural differences, **diversity** can indicate any type of difference in a group of people.

Mothers are much more likely to be the primary caregiver in MIECHV. Only **21 fathers** (1.5% of total parents) have been the primary caregivers since the inception of MIECHV in Iowa.

MIECHV populations are more **racially diverse** than the general Iowa population.

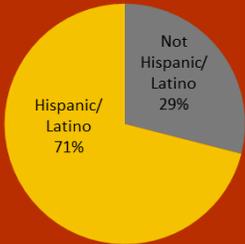


Data Sources: 2013 U.S. Census & MIECHV REDCap.
All data exported 12.23.14, representing MIECHV families 2010-2014. n=1,447

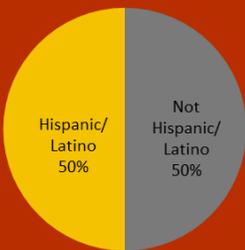
Race is a **socially determined category** based on chosen physical and genetic variations across individuals and groups. There is no biological basis to the federal government's five chosen racial categories (shown in the chart above).

Even so, **shared historical and contemporary experience** based on racial grouping (both self and outsider perception) as well as cultural subgroups based on race make the collection of racial data in home visiting both meaningful and useful.

Buena Vista County



Marshall County



Visit

www.ethnologue.com

for a complete

list of the world's

languages!

Data at a Glance: Ethnicity

13% of MIECHV primary caregivers identify as **Hispanic/Latino**. **Hispanic/Latino** is an **ethnicity**, which is a social group with a common national or cultural tradition. (This is different from **race**, which is defined by physical characteristics.) While there are countless ethnicities in the world today, the federal government only collects

data on Hispanic/Latino ethnicity. The percentage of Hispanic/Latino MIECHV caregivers ranges from 0-71% by county, so looking only at the state percentage hides some of our counties' diversity!

The charts to the left display Iowa's two MIECHV counties serving the largest percentages of Hispanic/Latino families.

% Hispanic/Latino Primary Caregivers for other counties

Muscatine	39%
Woodbury	34%
Pottawattamie	11%
Black Hawk	10%
Scott	9%
Des Moines	9%
Page	8%
Cerro Gordo	7%
Wapello	7%
Montgomery	5%
Jefferson	5%
Clinton	4%
Hamilton	0%

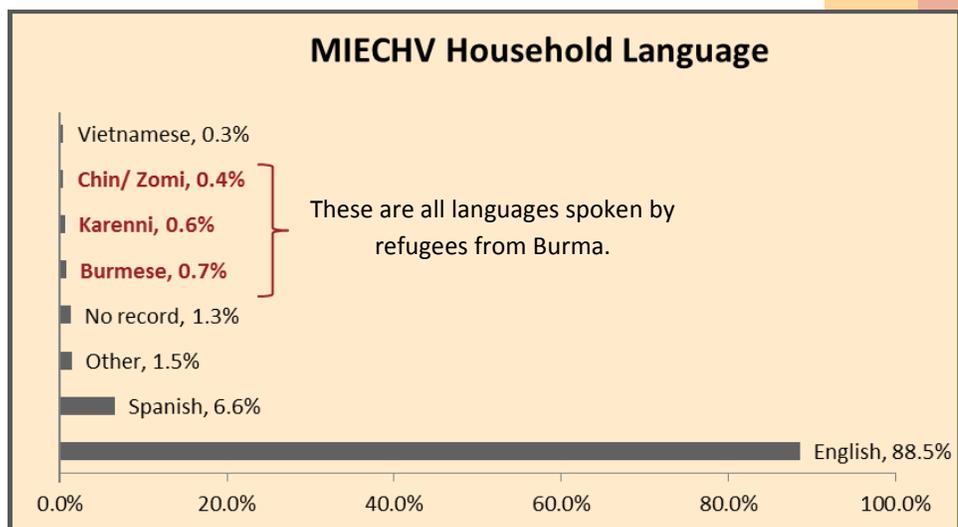
Data at a Glance: Languages

MIECHV programs serve families with approximately twenty different primary household languages.

The counties with the highest percentage of non-English speaking families include: Buena Vista (78.6% of total

cases), Marshall (47.4%), Woodbury (25.4%), and Black Hawk (18%).

MIECHV Household Language



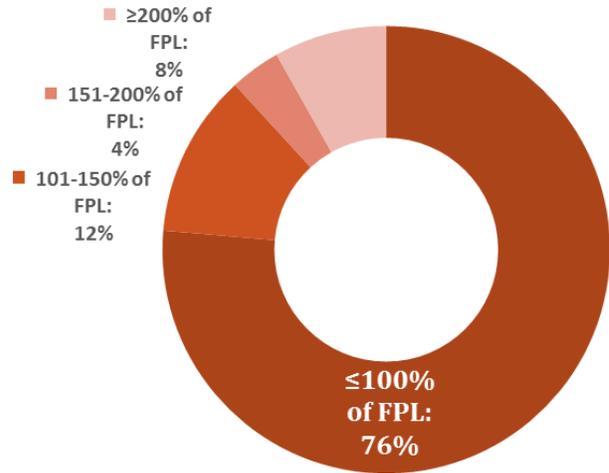
Data at a Glance: Income



Household **income levels** of MIECHV families ranged from \$0 to \$96,000 per year. The **average income** was \$12,169. The **median**

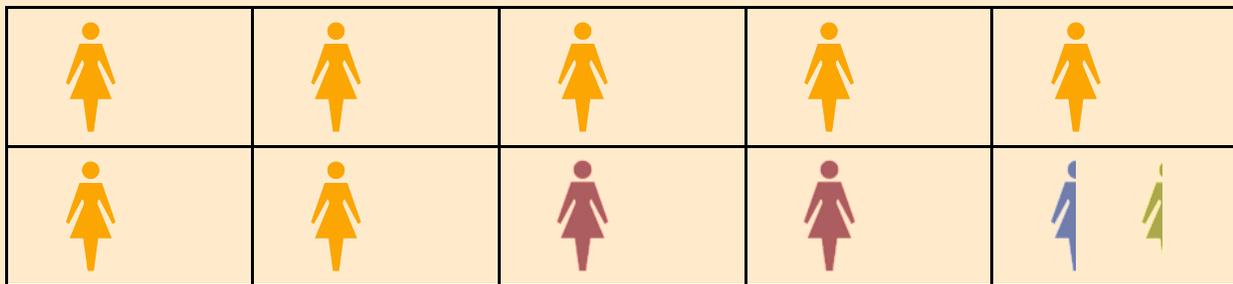
income was \$10,000, meaning that half of MIECHV families made above this income, and half of families made below this income. \$0 was the income that occurred most frequently. Income includes the working income of all household members, cash assistance, and child support.

MIECHV Families & 2014 Federal Poverty Levels



Data at a Glance: Marital Status

Marital status of MIECHV families is somewhat diverse, although the vast majority of primary caregivers have never been married, as shown below.



Never married, 71%*

Married, 21%

Divorced, 5%

Separated, 2%

Widowed, 0% No record, 2%

* Incomes add up to >100% due to rounding.

These are just a few of the dimensions of diversity for Iowa's MIECHV families! A few others include: ability/disability, LGBT, religion, and education.



Program Spotlight: Bilingual Book Project

the
Cen-

program received a Women United Grant to purchase non-English books for families. Through this grant, HOPES has purchased 464 books, including books in: Braille, Spanish, bilingual Spanish/English, Chuukese, bilingual Chuukese/English, and bilingual Somali/English. 200 additional bilingual books have also been donated to HOPES!

Families have been so excited to receive these books. This project has shown families that HOPES truly cares about their culture, as well as given parents an opportunity to share their culture with their children in a way that promotes literacy in both a family's



Waleria reading to her son.

native language and English. One mother in this program, Waleria, said:

"I read [my Micronesian book] to my baby every day and show him the pictures and tell him stories about my island and my grandparents."

Waleria also uses the books to teach her son her native Chuukese language, teach herself basic Eng-



lish, and allow her children's non-English speaking grandparents to communicate and bond with them through reading together. Waleria was so grateful and appreciative of the books that she was in tears. Another father was so excited to receive the books that he planned

on taking them to work to show all the other Micronesian families!

Kudos to Crittenton Center HOPES for their commitment to honor-

ing diversity in MIECHV families and their hard work in helping families stay

connected to their cultures and native languages! For more information, contact Vanessa at vjorgensen@crittenton-center.org.

What can YOUR program do to ensure a *culturally competent* workforce?

Look at your data! Then, clean it, analyze it, and make it into charts and graphs. Share this information with staff and stakeholders and use it for program planning! For help, contact Julie.Tchoumkeu@idph.iowa.gov

Learn from the experts in front of you- use the expertise of interpreters as cultural brokers & talk to families about their cultures!

Read and discuss this resource on **Six Fundamental Patterns of Cultural Differences**: <http://www.pbs.org/ampu/crosscult.html>.

Hold **trainings**- invite speakers from the cultures you are serving to talk about their cultures, challenges and goals.

Recruit a **diverse workforce** that represents the families you are serving (look at your data to determine who you are serving on several measures of diversity!).

Take this **self-assessment checklist** on promoting cultural & linguistic competency: <http://nccc.georgetown.edu/documents/Checklist%20PHC.pdf>

Discuss with your team (and other programs) the importance of a culturally competent workforce and how your program can continue to become more culturally competent (and in turn, effective!).

Cultural Competence

Cultural Competence is not about becoming a Cultural Anthropologist, but instead is an on-going process involving openness to other ways of interpreting the world and interacting with others, respect for differences, and seeking knowledge about other people's challenges, values, and goals.