



# FSSD CQI Newsletter: *Diversity*

MARCH 2015

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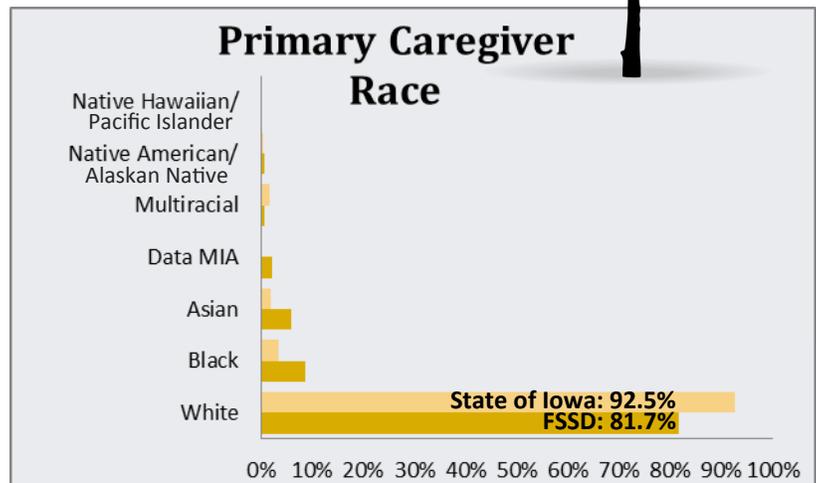
*The Continuous Quality Improvement (CQI) team is a partnership between MIECHV supervisors and the MIECHV Quality Assurance Coordinator. The CQI team focuses on data-driven quality improvement initiatives for home visiting programs in Iowa.*

## *Data at a Glance: 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.*

*Families in home visiting are more **racially diverse** than the general Iowa population.*

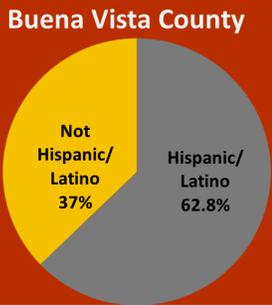
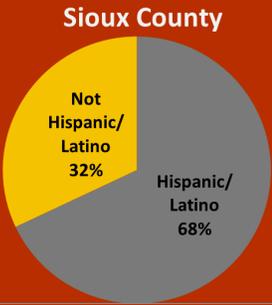


Data Sources: 2013 U.S. Census & FSSD REDCap.  
All data in this report was exported 02.27.15 and represents FY15 Family Support Statewide Database (FSSD) families.  
n=8,137

**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.

## Data at a Glance: Ethnicity



16% of FSSD primary care givers 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 care givers ranges from 0-68% by county, so looking only at the state percentage hides some of our counties' diversity!

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

### % Hispanic/Latino Primary Caregiver for other counties ≥45%

|            |       |
|------------|-------|
| Franklin   | 60%   |
| Winneshiek | 60%   |
| Crawford   | 58.5% |
| Clarke     | 57.8% |
| Marshall   | 51.7% |
| Allamakee  | 51.4% |
| Washington | 45.6% |
| Wright     | 45%   |

## Data at a Glance: Languages

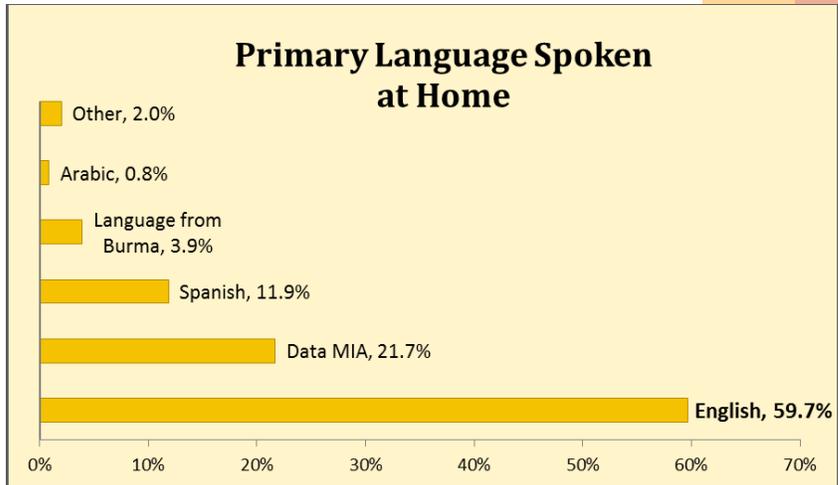
FSSD programs serve families with approximately 40

total cases) and Polk (78.9%). Several counties

served only English-speaking households.

different primary household languages.

The two counties with the highest percentage of non-English speaking families were Marshall (81.1% of



Top 3 Languages from Burma: Burmese (96), Karen (95), Chin (85). Other languages with >10 families: Nepali (24), Chinese (23), Swahili (17), Korean (14), Russian (13), French (11).

Visit [www.ethnologue.com](http://www.ethnologue.com) for a complete list of the world's languages!

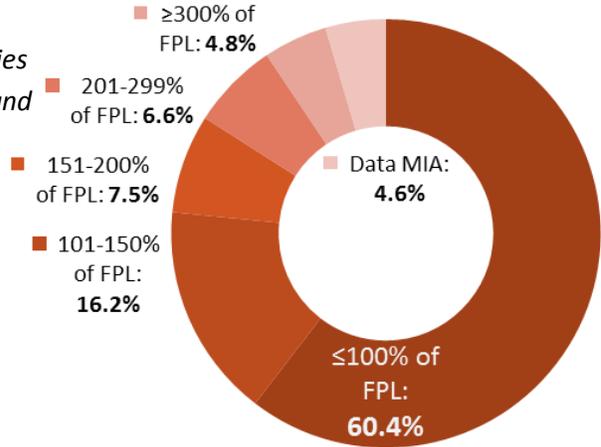
## Data at a Glance: Income



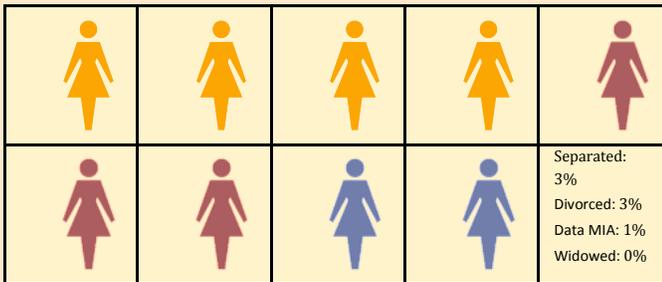
Household **income levels** of FSSD families ranged from \$0 to \$800,000 per year. It is likely that some the (149) incomes  $\geq$  \$100,000 per year were data entry errors.

The **average income** was \$22,665. The **median income** was \$15,600, meaning that half of families made above this income, and half of families made below this income at their enrollment date. Income includes the working income of all household members, cash assistance, and child support.

### Household Income & 2014 Federal Poverty Levels (FPL)



## Data at a Glance: Marital Status &



Married: 42%\*    Single: 29%    Partnered: 23%

Separated: 3%  
Divorced: 3%  
Data MIA: 1%  
Widowed: 0%

\*Percentages add up to >100% due to rounding.

### Primary Caregiver Education



|                              |       |
|------------------------------|-------|
| Some high school or lower    | 26.0% |
| High school grad/GED         | 50.4% |
| Trade or vocational training | 2.9%  |
| Associate's degree           | 7.4%  |
| Bachelor's Degree or higher  | 11.8% |
| Data MIA                     | 1.5%  |

These are just a few of the dimensions of diversity for Iowa's home visiting programs! 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 honoring

diversity in home visiting 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](mailto: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](mailto: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 knowledge-seeking about other people's challenges, values, and goals.*