



FSSD CQI Newsletter: *Diversity*

MARCH 2015

What's Inside?

Data at a Glance:

- ◆ Race
- ◆ Ethnicity
- ◆ Languages
- ◆ Income
- ◆ Marital Status

PAGES 1-3

Program Spotlight: Bilingual Book Project

PAGE 4

Cultural Competence: Action Steps

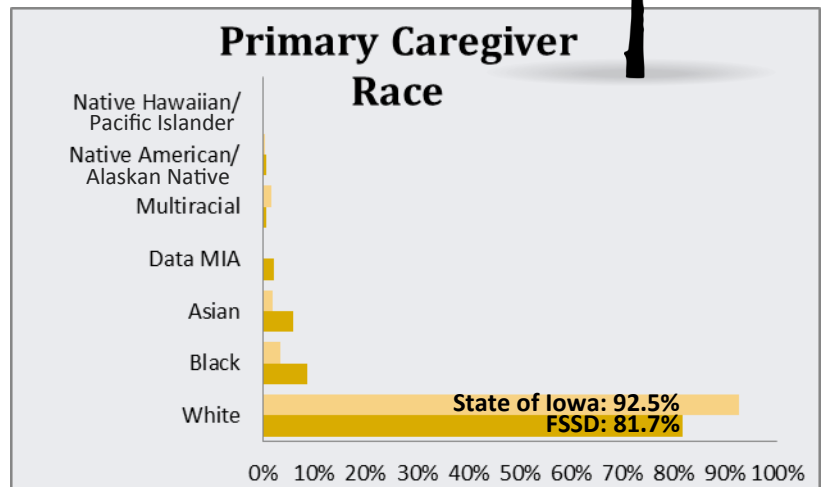
PAGE 4

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.

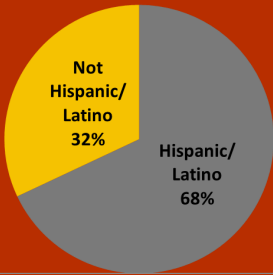
All data in this report was exported 02.27.15 and represents FY15 Family Support Statewide Database (FSSD) families.

n=8,137

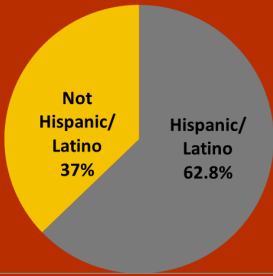
Race is a **socially determined category** based on chosen physical and genetic variations across individuals and groups. There is no biological basis to the federal government's five chosen racial categories (shown in the chart above).

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.

Sioux County



Buena Vista County



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%
Winnebago	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

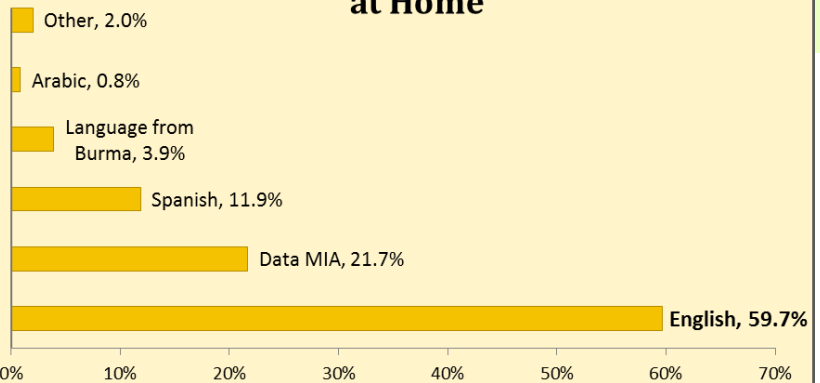
total cases) and Polk (78.9%). Several counties

served only English-speaking households.

approximately 40 different primary household languages.

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

Primary Language Spoken at Home



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

for a complete

list of the world's

languages!

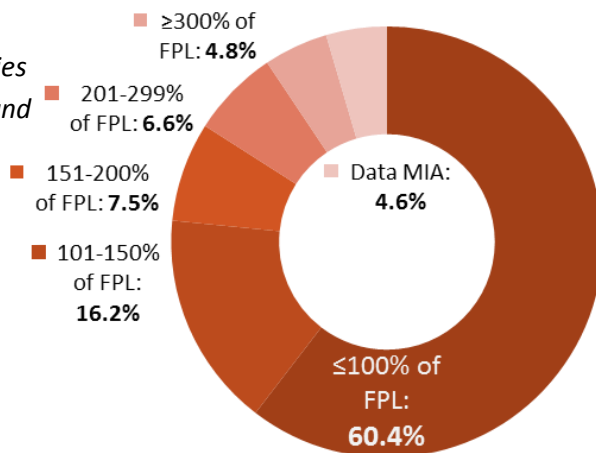


Data at a Glance: Income

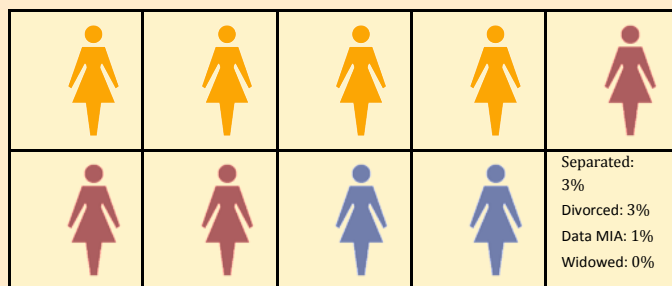
The **average income** was \$22,665. The **median income** was \$15,600, meaning that half of families made above this income, and half of families made below this income at their enrollment date. Income includes the working income of all household members, cash assistance, and child support.

Household **income 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.

Household Income & 2014 Federal Poverty Levels (FPL)




Data at a Glance: Marital Status &



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

*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%

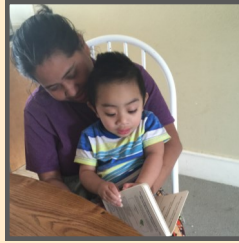
These are just a few of the dimensions of diversity for Iowa's home visiting programs! A few others include: ability/disability, LGBT, religion, and education.



Program Spotlight: Bilingual Book Project

In 2014, the Center HOPES 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.

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 knowledge-seeking about other people's challenges, values, and goals.