NAPCWA Disproportionate Representation: Agency Diagnostic

AGENCY STRATEGY

> **Strategy:** *Strategy refers to specific, thoughtful efforts focused on addressing disproportionate representation. Strategy carries out the vision, values, goals, and priorities that guide the work of the community's governing agency.*

SOCIETY LEVEL STRATEGY

		Y	S	N	UK
Does your agency's governing body address the issue of disproportionality in a strategic plan?		☐		☐	☐
If yes, in what ways; e.g. listed in values?					

SYSTEM LEVEL STRATEGY

		Y	S	N	UK
Does your agency's strategic plan address issues of diversity in the values, mission, and goals?		☐		☐	☐
If yes, in what ways; e.g. listed in values?					
Is disproportionality addressed explicitly in documents other than your strategic plan?		☐	☐	☐	☐
If yes, in what documents; e.g. policy manual?					
Do you have stated outcomes or goals that address the specific needs of ethnic and racial minorities (e.g. reduce the length of stay for African-American children in care)?		☐		☐	☐
If yes, identify those outcomes.					
Do you have a plan for achieving specific stated outcomes or goals for racial and ethnic minorities?		☐		☐	☐
Have you gathered data to determine the specific ethnic and racial populations in your jurisdiction (e.g.: demographic patterns, rates of poverty, educational levels, infant mortality)?		☐		☐	☐
If yes, what were the data sources and/or tools used?					
Have you gathered data on the ethnic and racial breakdown of children being referred by specific groups of mandated reporters, including teachers, medical professionals, and others?		☐	☐	☐	☐

If yes, what were the data sources and/or tools used?					
If yes, what actions were taken as the result of the data gathered?					

INDIVIDUAL LEVEL STRATEGY					
Does your staff demonstrate that they have internalized the values, mission, and goals related to diversity and disproportionality?		Y ☐	S ☐	N ☐	UK ☐
If yes, identify the evidence of this internalization. (e.g.; in actions, behaviors, and/or decisions)					
Is cultural competency explicitly addressed in individual staff evaluations?		Y ☐		N ☐	UK ☐
If yes, how is cultural competency measured?					

> *Culture:* *Culture refers to the attitudes, values, experiences, and beliefs of both the organization and the community it is in.*

SOCIETY LEVEL STRATEGY

		Y	S	N	UK
Are you aware of key events in your community's history related to ethnic and racial disparity (e.g., redlining, riots, and high profile court cases)?		☐	☐	☐	☐
If yes, what are they?					
Has the community actively addressed these issues?		Y ☐		N ☐	UK ☐
If yes, what were the outcomes?					
Has the community conducted studies or polls related to racial and ethnic relations?		☐	☐	☐	☐
If yes, what were the major findings?					

SYSTEM LEVEL STRATEGY

		Y	S	N	UK
Do you have a diversity committee or other kinds of purposeful forums to discuss issue of fairness and equity regarding practice and policy?		☐	☐	☐	☐
If yes, does your diversity committee have a clear and articulated vision, mission, and goals?					
If yes, which of the committee's goals have been achieved?					
Does the agency have staff that represents the community being served?		☐	☐	☐	☐
If not, why? What steps have been taken to recruit a more representative staff?					
Are agency policies, protocols, and practices developed with input from staff of diverse backgrounds?		☐	☐	☐	☐
If yes, how do staff participate?					
Has the system developed mechanisms to gather feedback from staff regarding their concerns about bias in policy as well as behaviors and/or decisions of colleagues?		☐	☐	☐	☐

If yes, what actions have been taken based on this feedback?					

INDIVIDUAL LEVEL STRATEGY

		Y	S	N	UK
Do most staff communicate with one another during formal and informal conversations using culturally sensitive language?		☐	☐	☐	☐
Do most staff encourage one another to be culturally sensitive?		☐	☐	☐	☐
If yes, in what ways does staff do this? (e.g.; do staff actively discourage culturally insensitive language?)					

NAPCWA Disproportionate Representation: Agency Diagnostic	AGENCY POLICY

Policy: Policy refers to both legislation and agency policy and regulations on child welfare, ranging from federal policy, to office memos on particular issues.

SOCIETY LEVEL STRATEGY

		Y	S	N	UK
Are there specific references to disproportionality or other racial and ethnic issues in state human services policy?		☐	☐	☐	☐
If yes, in what policy?					
Are there specific references to disproportionality or other racial and ethnic issues in other local or state agency policy? (e.g., education, juvenile justice)		☐	☐	☐	☐
If yes, in which agency's policy?					
Do other agency's policies affect your reports of maltreatment, acceptance of referrals, investigations, substantiations, placements, exits and re-entries?		☐	☐	☐	☐
If yes, which decision points have been affected?					

SYSTEM LEVEL STRATEGY

		Y	S	N	UK
Have you evaluated agency specific policies vis-à-vis their effect on outcomes for families and children of diverse ethnic and racial backgrounds? (e.g., placement rates)		☐	☐	☐	☐
If yes, what policies were changed?					
Are staff made aware of MEPA and ICWA requirements?		☐	☐	☐	☐
If yes, what is the mechanism and frequency of making staff aware of MEPA and ICWA requirements?					

INDIVIDUAL LEVEL STRATEGY

		Y	S	N	UK
Does staff consistently apply policies related to disproportionality?		☐	☐	☐	☐
If yes, in what ways?					
If yes, how do you track that staff are consistently applying these policies?					

NAPCWA Disproportionate Representation: Agency Diagnostic
AGENCY WORK WITHIN LEGAL SYSTEM

Legal System: The legal system includes courts, law enforcement, attorneys, and other people associated directly with enforcing the law. This includes child welfare workers interaction with and understanding of the legal system.

SOCIETY LEVEL STRATEGY

		Y	S	N	UK
Has law enforcement made any public effort to address disproportionality in their system?		☐	☐	☐	☐
If yes, how has law enforcement done this?					
Have the courts made any public effort to address disproportionality in their system?		☐	☐	☐	☐
If yes, how have the courts done this?					
Do judges, court appointed attorneys and/or law enforcement officials receive training related to effectively working with ethnic and racial minorities (e.g. training to examine individual biases and stereotypes and how these may affect their decision-making)?		☐	☐	☐	☐
If yes, what training is provided?					
Are there efforts to ensure that judges, court appointed attorneys, and law enforcement professionals reflect the ethnic and racial composition of the communities in which they work?		☐	☐	☐	☐
If yes, what are those efforts?					

SYSTEM LEVEL STRATEGY

		Y	S	N	UK
Do families of all ethnicities and races have access to legal representation?		☐	☐	☐	☐
Do families of all ethnicities and races have culturally sensitive and culturally competent legal representation?		☐	☐	☐	☐
If yes, please describe how families receive culturally competent legal representation.					

INDIVIDUAL LEVEL STRATEGY

		Y	S	N	UK
Is there a mechanism in place to ensure that staff can staff articulate the legal process to their families in a culturally competent manner?		☐	☐	☐	☐

If yes, please describe these mechanisms.					
Does the language used in court reports and other written documents reflect cultural competence and sensitivity?		Y ☐	S ☐	N ☐	UK ☐

Training and Education: Training and education are the formal activities used to engage and instruct anyone associated with child welfare. This could include activities ranging from formal, required child welfare training, to mandated reporter training, to informal, voluntary community education programs, or even "teachable moments" such as newspaper interviews.

SOCIETY LEVEL STRATEGY

		Y	S	N	UK
Do mandated reporters receive training on working with families of various racial/ethnic backgrounds?		☐	☐	☐	☐
If yes, what kinds of training are available?					
Is the issue of disproportionality included in community education programs?		☐	☐	☐	☐
If yes, how is it specifically included?					

SYSTEM LEVEL STRATEGY

		Y	S	N	UK
Is cultural competency training included in the agency's strategic plan?		☐	☐	☐	☐
Are the trainers aware of the issue and extent of disproportionate representation?		☐	☐	☐	☐
Does the agency include the broader system (courts, attorneys, CASAs, etc) in its trainings on cultural competency?		☐	☐	☐	☐
If yes, how does the agency do this?					
Is cultural competence training provided to staff at all levels of the organization?		☐	☐	☐	☐

INDIVIDUAL LEVEL STRATEGY

		Y	S	N	UK
Does staff receive information about disproportionality issues of the organization?		☐	☐	☐	☐
Have you evaluated whether practice related to disproportionality outcomes is impacted by the training staff receive?		☐	☐	☐	☐
If yes, what were the findings?					

AGENCY COMMUNICATION

Communication: Communication is the formal or informal discussion around disproportionality. This exchange of ideas can involve agency interaction with mass media and the community all the way down to a worker's ability to interact with other staff and people outside of the agency.

SOCIETY LEVEL STRATEGY

		Y	S	N	UK
Has any mass media outlet covered issues related to disproportionality in the community?		☐	☐	☐	☐
If yes, how has the public responded to the media coverage?					
Have you communicated with key community stakeholders (faith based groups, schools, etc) about disproportionality?		☐	☐	☐	☐
If yes, what were their responses?					

SYSTEM LEVEL STRATEGY

		Y	S	N	UK
Do you have a communication plan to create value for your work on disproportionality?		☐	☐	☐	☐
Do you have a specific strategy to communicate with key community stakeholders and agency staff?		☐	☐	☐	☐
If yes, what are the principal components of the communication plan?					
Does agency staff demonstrate a clear understanding of disproportionality?		☐	☐	☐	☐
If yes, what evidence do you have of this understanding?					
Do you regularly communicate with your staff about disproportionality?		☐	☐	☐	☐
If yes, what is the response of the staff to this communication?					

INDIVIDUAL LEVEL STRATEGY

		Y	S	N	UK
Is staff encouraged to communicate about the agency's goals related to disproportionality to people outside the agency?		☐	☐	☐	☐

If yes, in what ways are they encouraged?		

Resources: Resources are the facilities, services, and supports available to clients. In addition to general availability, there are many factors that can limit families' access to important resources crucial to their success.

SOCIETY LEVEL STRATEGY

		Y	S	N	UK
Do clients know the physical location of community services (including social services, mental health services, physical health services, and child care)?		☐	☐	☐	☐
Are human services readily available to communities of diverse ethnic and racial populations (including social services, mental health services, physical health services, and child care)?		☐	☐	☐	☐
Is public transportation available in all neighborhoods including areas of high racial or ethnic minority concentration?		☐	☐	☐	☐
Does public transportation go to the places families in need must get to (including social services, mental health facilities, physical health services, etc)?		☐	☐	☐	☐
Are adequate emergency services, hospitals, schools, faith based institutions and other necessary or beneficial services available to communities of diverse ethnic and racial populations?		☐	☐	☐	☐

SYSTEM LEVEL STRATEGY

		Y	S	N	UK
Do you have a comprehensive plan (e.g., foreign language services, assistance with reading comprehension, etc.) to ensure that parents of all races and ethnicities have access to necessary resources?		☐	☐	☐	☐
If yes, will this plan enable parents to complete a treatment plan?					
Has your agency worked to develop needed services in communities where children are at risk of being removed or have been removed?		☐	☐	☐	☐
Has your agency developed a resource directory for staff and families that assists in locating providers who are culturally competent, geographically diverse, etc.?		☐	☐	☐	☐

INDIVIDUAL LEVEL STRATEGY

		Y	S	N	UK
Does staff use available community resources (e.g., mentoring programs)?		☐	☐	☐	☐
Does staff assess the adequacy of available resources?		☐	☐	☐	☐
If yes, how is this assessment used to improve resources?					

Practice: *Practices are any of the deliberate ways of interacting with families involved with the child welfare agency.*

SOCIETY LEVEL STRATEGY

		Y	S	N	UK
Are community organizations aware of agency practices and/or protocols that impact disproportionality?		☐	☐	☐	☐
Are there community partnerships that support agency practices and/or protocols that impact disproportionality?		☐	☐	☐	☐
If yes, who are these partners?					
Do community organizations understand how their practices and/or protocols impact disproportionality?		☐	☐	☐	☐
If yes, how is this demonstrated in their work with children and families?					

SYSTEM LEVEL STRATEGY

		Y	S	N	UK
Do you evaluate whether and to what extent agency practices impact disproportionality?		☐	☐	☐	☐
If yes, what were your major findings (e.g., foster care is used before placement with relatives)?					
Do you have a plan for introducing new practices specific to outcomes with minority families?		☐	☐	☐	☐
If yes, how are new practices determined?					
Do you have families involved in decision making (e.g., Family Group Decision Making or Team-decision making)?		☐	☐	☐	☐
Are resource families from diverse backgrounds and neighborhoods actively recruited?		☐	☐	☐	☐
If yes, how have your community partners been engaged in these efforts?					
Have you evaluated the success of resource family recruitment and retention efforts?		☐	☐	☐	☐
If yes, what were your major findings?					

		Y	S	N	UK
Are agency practices equitably administered, particularly among ethnic and racial minority populations?		☐	☐	☐	☐
If yes, what evidence supports this?					
Do you monitor consequences imposed on racially and ethnically diverse families for non-compliance with their case plans?		☐	☐	☐	☐
If yes, what are the major findings? (e.g., minority and ethnic populations are frequently in non-compliance)					

INDIVIDUAL LEVEL STRATEGY

		Y	S	N	UK
Does staff employ the practice orientation of your agency (e.g., strengths based assessments)?		☐	☐	☐	☐
If yes, how are you assured of this?					
Can staff describe their decision making processes in a culturally competent manner?		☐	☐	☐	☐
Does staff consistently ask families for their ethnic or racial identity?		☐	☐	☐	☐
If yes, how is this documented?					
Does staff engage racially and ethnically diverse fathers (both absent and involved fathers) in cases involving their children?		☐	☐	☐	☐
If yes, what evidence supports this?					

Economic Issues: Economic issues are those matters directly affecting the finances of families in your jurisdiction. The issues may be an ongoing condition or a one-time event. Economic issues can include anything from bank practices such as redlining to child welfare worker coordination with economic service workers.

SOCIETY LEVEL STRATEGY

		Y	S	N	UK
Has money been made available to the community to address disproportionality in any system (education, social services, juvenile justice, etc)?		☐	☐	☐	☐
If yes, by whom and for what purpose?					
Are there financial resources, traditional and non-traditional, available to diverse community populations for specific outreach programs such as foster care recruitment and retention or translation services?		☐	☐	☐	☐
Are there any measures by the community or state to discourage discriminatory financial practices (e.g. redlining)?		☐	☐	☐	☐
If yes, what are they and how they been addressed?					

SYSTEM LEVEL STRATEGY

		Y	S	N	UK
Do you know the socio-economic make up of all the communities in your jurisdiction?		☐	☐	☐	☐
Do you have specific monies being applied to address disproportionate representation in your agency?		☐	☐	☐	☐
If yes, in what areas?					
Have you identified additional funding streams that have the potential to be used in this area?		☐	☐	☐	☐
If yes, what are they?					
Does the agency have collaborations with other departments such as Community Development, Housing Authority, or Workforce Development that could influence economic development in at-risk communities?		☐	☐	☐	☐

		Y	S	N	UK
If yes, what is the nature if the collaboration?					
Has the agency promoted Earned Income Tax Credit (EITC) to assist clients economically?		☐	☐	☐	☐
Does the agency link child welfare and managed case plans and case management?		☐	☐	☐	☐
INDIVIDUAL LEVEL STRATEGY					
Are positive attitudes towards different socio-economic classes reflected in practice (placement decisions, worker visits)?		☐	☐	☐	☐
If yes, how do you track this information?					
Are workers coordinating case plans with TANF/Workforce service workers?		☐	☐	☐	☐
If yes, how do you coordinate?					

NAPCWA Disproportionate Representation: Agency Diagnostic

AGENCY and DATA COLLECTION

Data Collection: *Data Collection refers specifically to computerized data collection methods and how the data entered is used.*

SOCIETY LEVEL STRATEGY

		Y	S	N	UK
Is community level data available (demographics, key issues) and easily accessible?		☐	☐	☐	☐
If yes, what is the source of this data?					
What would improve the accessibility of the data?					

SYSTEM LEVEL STRATEGY

		Y	S	N	UK
Do you have the appropriate technology for staff to enter the data needed by the organization?		☐	☐	☐	☐
Do you have practices and/or protocols in place to collect and analyze data to ensure that outcomes related to disproportionality are met?		☐	☐	☐	☐

INDIVIDUAL LEVEL STRATEGY

		Y	S	N	UK
Does staff enter valid data?		☐	☐	☐	☐
If yes, what practices and/or protocols do you have in place to monitor this?					
Does staff enter timely data?		☐	☐	☐	☐
If yes, what practices and/or protocols do you have in place to monitor this?					
Does staff have access to summary data about their own performance (i.e., can they see a racial and ethnic breakdown of decisions they have made across decision points)?		☐	☐	☐	☐
If yes, how do they use this information to improve performance?					

NAPCWA Disproportionate Representation: Agency Diagnostic
AGENCY PERSONNEL and the COMMUNITY

Personnel: Personnel refers to child welfare staff with knowledge about agency services, policies, practices, protocols. Personnel has intimate knowledge of the community it serves and engages leaders of the community.

SOCIETY LEVEL STRATEGY

		Y	S	N	UK
Have you identified specific people or agencies in the community who can be used as resources?		☐	☐	☐	☐
If yes, list the specific people or agencies in the community who can be used as resources.					

SYSTEM LEVEL STRATEGY

		Y	S	N	UK
Do you know the demographics of your staff? (e.g., ethnic, racial, religious, geographic, socio-economic breakdown)		☐	☐	☐	☐
If yes, what are they?					
Does your agency have specific policies on the recruitment and retention of diverse staff?		☐	☐	☐	☐
If yes, what are they?					
Have you identified specific, relevant skills that would make your staff and organization more culturally competent?		☐	☐	☐	☐
If yes, what are they?					
Is staff at all levels in your agency held accountable for providing culturally competent services?		☐	☐	☐	☐
If yes, describe how all staff is held accountable.					

INDIVIDUAL LEVEL STRATEGY

		Y	S	N	UK
Are there staff who are "champions" and "influencers" that can be models for culturally competent casework?		☐	☐	☐	☐