

**Culturally-Centered and
Culturally-Resourceful Child Welfare Services:
Expanding the Family-Centered Perspective in Rural Missouri**

Missouri Training Program for Rural Child Welfare Workers

Modules I - IV

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Preface: For Workshop Trainers

It is extremely important that trainers understand this workshop's approach and its underlying rationale. This understanding can enhance the trainers' presentation of workshop materials and help them to address participants' training expectations, which may be different from the focus of the workshop. For example, participants who attend such workshops frequently expect training in multiculturalism or cultural diversity.

Multiculturalism is an approach often used in public schools, higher education, and community education. The goal is cultural awareness and an appreciation of differences between ethnic and racial groups with a specific focus on their values, beliefs, and traditions. Typically people of color are included, such as Latinos, Asian and Pacific Islanders, Native Americans and Alaskan Natives, and African Americans. Generally European Americans are not included; however, some recent approaches have included a focus on white ethnic groups based on changing Eastern European immigration patterns.

Cultural diversity approaches focus generally on establishing culturally sensitive communication and relationships between the largest and most diverse racial and ethnic groups in an organization. These approaches developed and have been used primarily in the business field, but they are sometimes used to train staff in large human services organizations such as federal and state divisions. They are based on a human resources or human development framework. Hence, the goal is to enhance organizational management, organizational and workforce development, and team building.

Cultural competence approaches are also known as multicultural social work practice. Those approaches are often used in human services/social work organizations to increase the cultural relevance of services to different cultural groups. They differ from multiculturalism and human diversity because they require changes beyond cultural awareness and cultural sensitivity. Moreover, cultural competence approaches not only focus on racial and ethnic differences, but also on a range of other cultural background factors, including social class, gender; age, location, disabling conditions, religion and spirituality, and sexual orientation. Such approaches emphasize the importance of all service providers and clients' cultural backgrounds, including European Americans and all other ethnic/racial and religious groups. The goals are to: 1) Identify and monitor the effects of practitioners' cultural backgrounds and attitudes on the provision of culturally relevant services, 2) Understand, value, and provide services based on the cultural strengths, needs, values, beliefs, and traditions of culturally diverse clients, and 3) Change CW and other systems by making their resources more culturally relevant and accessible, and reinforce culturally diverse families' use of informal cultural resources.

Child Welfare workers and supervisors/administrators who attend this workshop may expect to be trained in multiculturalism or cultural diversity, because they may not be aware of the different cultural training approaches. Trainers can explain those differences while introducing the workshop. As they present the modules trainers can encourage participants to discuss the benefits and disadvantages of a cultural competence approach that requires them to be self-reflective and to explore the effects of their cultural backgrounds on service quality. Participants might identify the difficulties of monitoring their cultural filters and the time required as disadvantages, along with revelations about how they may be privileged compared to their clients. As one important benefit, they might point out that their services to diverse clients may become more culturally relevant.

Module I

Effects of Child Welfare Workers' Cultural Backgrounds On Services to Diverse Families and Children in Rural Missouri

Training Materials for Module I:

1. Power Point Slides #1 through 12 (all slides are numbered)
2. Module I case example: The Irving Family Handout
3. A Cultural Tuning In Tool Handout

Time Required to Complete Module I:

Two hours

Equipment Required for All Four Modules:

1. Lap top computer for Power Point Program
2. Screen for showing Power Point Slides
3. Flip chart and markers

Training Methods for All Four Modules:

1. Presentation of cultural concepts and related information by the trainer
2. Brainstorming on selected topics with all participants
3. Analysis of the modules' case examples of culturally diverse families and child welfare workers, involving all participants
4. Interactive exercises involving dyads or small groups focused on participants' experiences and CW cases, with opportunities to debrief those exercises

Training Plan and Sequence for All Four Modules:

The four modules can be presented together, or Modules 1 & 2 can be presented together, and then Modules 3 & 4. The modules should be presented in sequence.

I. Workshop Introduction and Overview

A. The context for this workshop: Refer to the workshop's title: PP Slide #1

1. This workshop builds on the family centered perspective in which:
 - “Families are treated as experts and collaborators in goal setting and solutions” (Lewandoski et al., 2004, Module IV Bibliography), and
 - The services are culturally sensitive by creating an awareness of the importance of culture in providing effective child welfare services.

2. This workshop expands the family centered perspective by proposing that CW services be culturally-centered; that is:
 - Structured to incorporate clients' culture as the central theme, and
 - Culturally relevant to diverse families' cultural values, strengths, needs, and goals.
3. The approach also proposes that child welfare services be culturally-resourceful by:
 - Encouraging families to use and strengthen linkages with their informal cultural resources (networks and coaches), and
 - Providing families with access to formal child welfare resources and resources in other systems (e.g., housing, medical care, and employment).

B. The workshop's main theme: Review Oliver Wendell Holmes' proverb: PP Slide #2):

1. This proverb means culture is always important, and that:
 - Culture's influence begins in utero and exists even if individuals aren't aware of their culture.
 - Culture affects the quality of child welfare services based on CW workers' cultural backgrounds and families' cultural backgrounds
 - We can only work toward cultural competence as a lifelong process because it is a journey that never ends, more specifically:
 - a. we encounter new culturally challenging situations with diverse families as services are provided that require new cultural skills, and
 - b. we experience culturally challenging transitions in our personal lives that require self-reflection and growth

C. The workshop's outcomes: Review the three outcomes: PP Slide #3

1. Explain these three outcomes will be achieved through the use of:
 - A broad range of training methods (see Training Methods on p. 3), and

- Various training materials provided in the participants' training packets (review materials included in the participants' packets)

D. The workshop's four modules: Review those modules briefly to demonstrate how each one is different: PP Slides #4 and 5

II. The Meaning of Culture.

A. Discuss the definition of culture and its two domains. Encourage participants to ask questions about this definition: PP Slide #6

1. Explain how most people base their assumptions about a person's culture on the external domain, which only represents 10% of a person's culture. Then have the participants to speculate on the potential consequences of this pattern.
2. Point out that culturally competent CW services are based on knowledge and skills related primarily to the internal domain
3. Ask the participants to read case example #1 for Module I: the Irving family, which will be used to illustrate this definition of culture.
4. Use the following discussion questions to facilitate a large group analysis of this case example:
 - What aspects of culture as defined on slide #6 are included in this case example for the foster parents (the Warrens)? For Karen Boniello as the CW worker? For the Irving family?
 - Which of those cultural aspects just identified are part of the internal or external domains?

B. Define culture further by identifying eight cultural background factors that interact and affect the quality of CW services to diverse families: PP Slide #7

C. Explain that the relative weight and interaction of cultural background factors is related to the particular life experiences and transitions an individual encounters at a given time, in addition to external factors.

D. Share some examples of life experiences and transitions that CW workers and families encounter (e.g., loss of a religious/social network or the death of a close family member), and how those experiences affect the interaction and weight of cultural background factors (e.g., the interaction of religion and age or gender).

1. Continue the large group analysis of the Irving family case example by using the following discussion questions:
 - What cultural background factors seem most significant for the Warrens (the foster parents), and what life transitions and events may have made those factors a priority for them at this time?
 - What cultural background factors seem most significant for Karen Boniello (the CW worker), and what life transitions and events may have made those factors a priority for her at this time?
 - What cultural background factors seem most significant for Carol Irving (the client), and what life transitions and events may have made those factors a priority to her at this time?

III. Cultural Awareness Ice Breaker Exercise.

- A. Transition: Explain that the participants will now complete an exercise that helps them to explore the effects of their own cultural backgrounds based on what they learned from analyzing the Irving family case example.
- B. Review the purpose and instructions for this exercise and explain that they should complete it in 15 minutes: PP Slide #8
 1. Use the following discussion questions to help participants debrief this exercise by eliciting a few examples for each question (10 minutes):
 - What two cultural background factors did the participants identify?
 - How do those factors interact in their lives today?
 - Why are those cultural background factors so important in their lives today-or what cultural life transitions and experiences are confronting them today?

IV. Cultural Filters

- A. Discuss the definition of cultural filters and how they affect the quality of CW workers' services (i.e., filters are the lens through which CW workers' view clients and their situations based on the workers' cultural background factors: PP Slide #9
 1. Provide some examples of cultural filters from the trainer's own case examples and encourage the participants to ask questions about them.

2. Use the following discussion questions to help the participants analyze the Irving family case example in terms of cultural filters:
 - What is one or more of Karen Boniello's cultural filters? (e.g., race and ethnicity don't affect recovery and are used as an excuse by African American clients). How did her filters affect how Karen approached this case? How did they affect the services she provided or didn't provide to the Irving family?
 - What is one or more of Ms. Warren's cultural filters? (e.g., drug addicts can't be trusted because they abuse drugs to avoid their problems). How did her filters affect Ms. Warren's attitudes in this case? How did they affect the services she provided or didn't provide?
 - What important feedback did the client Carol Irving provide to point out the effects of Karen Boniello's cultural filter on their relationship (the above filter)?
 - What important feedback did Carol provide that clarified the effects of Ms. Warren's cultural filter on their relationship or on their ability to work together?
 - Why do the participants think identifying cultural filters is so difficult? In what ways can ignoring their filters benefit CW workers? How can ignoring their filters affect the services they provide for culturally diverse families in negative ways?

V. The Cultural Tuning In Exercise:

- A. Transition: Discuss how the participants will now use the example of identifying cultural filters in the Irving family to examine how their own cultural filters affect the services they provide to culturally diverse families.
- B. Review the purpose and instructions for this exercise and explain that participants should complete it in 20 minutes: PP Slide #10
 1. Suggest that supervisors and managers use a supervisee and a supervision session to complete this exercise.
 2. Facilitate the exercise debriefing process by asking for a few examples of responses to the following discussion questions (15 minutes):
 - What cultural filters did the participants identify for themselves?

- What were the effects of their filters on how they prepared for a client contact/supervision session? On how they handled the contact?
- What lessons did they learn from this exercise about their cultural filters and the effects on services?
- What are some useful next steps they might take for tuning in or preparing more effectively for future service contacts or supervision sessions?

IV. Summary of Module I

- A. Transition: Explain that this module was designed to provide feedback about how the participants' cultural backgrounds and filters affect service provision.
- B. Summarize two additional ways participants can provide feedback to themselves about their cultural competence: The staff cultural attitudes continuum and the Cultural Tuning In Tool.
- C. First describe the staff attitudes continuum on the current slide: PP Slide #11
 1. This continuum includes a range of CW workers' attitudes about the effects of their cultural backgrounds on service delivery, from pre-awareness (not conscious of), to fore closed (closed), to being aware (open).
- D. Then suggest that participants identify where they are on the continuum during this summary:
 1. The following information characterizes each of the six phases:
 - Absent: Non participant, unaware of culture, not tuned in (participants might hear what is being said, but don't understand the meaning).
 - In denial: Prejudges worth and need for cultural information/rejects it.
 - Superficial: Token interest in culture, no real acceptance, deceptive.
 - Neutral: Open to information, considers potential effects, wait and see
 - Experimenting: Sees culture as important, applies it, seeks feedback
 - Transformed: Applies culture, mentors others, transcended individual
- E. Next, recommend that participants continue to monitor their attitudes toward the importance of their cultural backgrounds on service quality by using the Cultural Tuning in Tool from this module: PP Slide #12
 1. For example, indicators for when practitioners should use this tool in the future are included in all four quadrants of this slide:

- The indicators in quadrants 1 and 2 are based on a prevention approach in which either the CW worker takes the initiative to monitor his/her service process in a case or a family provides positive feedback about service effectiveness
- The indicators in quadrants 3 and 4 are based on an improvement approach whereby feedback from the CW worker or from a culturally diverse family indicates improvement is needed in the quality of services to a family.

E. Finally, encourage the participants to share their feedback or ask any additional questions about Module I.

Module II

Culturally-Centered Skills for Initial Services to Culturally Diverse Families and Children in Rural Missouri

Training Materials for Module II:

1. Power Point Slides #13 through 17 (all slides are numbered)
2. Module II Handout: Case Example of The Rivera Family and the Summary of an Initial Family Preservation Service Contact
3. A Cultural Engagement, Rapport Building, and Assessment Tool Handout

Time Required to Complete Module II:

Two Hours

I. The Focus of This Module

- A. Review the focus and purpose of Module II: PP Slide # 13

II. The Cultural Competence Triad Approach

- A. Clarify that the culturally-centered skills for this module are based on a cultural competence approach that has three main assumptions: PP Slide #14

1. Review each assumption on the slide and discuss the related practice requirement for each assumption, i.e., how staff should :

- Assumption #1's Practice Requirement: Assess and monitor personal and CW system biases (Module I), and enhance and broker the system's cultural resources (Module IV)
- Assumption #2's Practice Requirement: Understand, value, and address families' cultural strengths, needs, and goals in child welfare services (Module II)
- Assumption #3's Practice Requirement: Encourage families to use their cultural resources to first seek and accept relevant formal help with cultural challenges, and share or demonstrate their cultural strengths (Module III)

- C. Explain why practice requirement #2 is the focus of this module:

1. Because this practice requirement guides CW workers in engaging culturally diverse clients and helping them to set cultural goals (in

addition to goals that should be set based on the focus of CW services)

III. Cultural Skills for Initial Services to Culturally Diverse Families

A. Transition: To begin the work of helping diverse families to develop their cultural goals, CW workers need to be skillful in engaging, building cross cultural rapport, and helping these families to assess their cultural challenges and strengths.

1. Refer participants to the three basic cultural skills: PP Slide #15

- Acknowledge cultural differences in significant areas
- Bridge important cultural similarities
- Use meaningful cultural validation statements

B. To illustrate how these three basic cultural skills are applied in CW services, have the participants read Case Example #2, The Rivera Family

1. Encourage the participants to point out aspects of the Rivera case they think are important or to ask questions/make comments about other aspects.

2. Have the participants turn to the Cultural Engagement, Rapport Building, and Assessment Tool that will be applied to the Rivera family

3. Explain how this tool can be used in their initial contacts with families such as the Rivera family:

- To supplement the typical CW assessment tools they use for initiating services with all families
- To gather some additional cultural information from those families, and
- To apply the identified culturally-centered skills to engage those families in goal setting and service provision

2. Explain the following goal for the skill of acknowledging cultural differences in significant areas:

- To anticipate and plan how to address potential effects from worker-client cultural differences

3. Review the skill steps and related application examples for this skill on the Cultural Engagement, Rapport Building, and Assessment Tool (emphasize the importance of setting cultural goals with each skill)
4. Have the participants read the Summary of an Initial Family Preservation Service Contact with Yalinda Rivera, Exchanges #1 and #2 only, which is attached to Case Example #2: The Rivera Family. Then ask them to analyze those 2 exchanges to identify:
 - Whether the worker acknowledged cultural differences in significant areas with Ms. Rivera? What factors might have prevented Brent, the CW worker, from using this cultural skill with the client?
 - How would they have used this skill if they were the worker (specifically what would they have said to the client), and at what point during these two exchanges?
5. Ask the participants to read the skill steps and skill application examples for bridging important cultural similarities on the Cultural Engagement Tool. Then ask them to:
 - Discuss to what extent Brent's attempt to bridge similarities in Exchanges #1 and 2 on the Initial Family Service Contact with Ms. Rivera is consistent with the skill steps they just reviewed.
 - Speculate on how they might have used the skill of bridging important similarities more effectively with Ms. Rivera in this initial contact or later?

IV. Engagement and Rapport Building Exercise

A. Transition: Inform the participants that the next exercise helps them to apply the skills of acknowledging cultural differences and bridging cultural similarities from the preceding discussion to their own cases.

1. Review the purpose and instructions for this exercise and explain that participants should complete it in 20 minutes: PP Slide # 16
2. Facilitate the exercise debriefing process by asking for a few examples of responses to each discussion question (20 minutes):
 - Which of the 2 cultural skills did the participants practice or role play in their small groups (acknowledging cultural differences or bridging cultural similarities)?

- Which skill steps from the skill they practiced were used effectively in their groups? What factors in the client contact they selected helped to make those skill steps work?
- Which skill steps did not work in the client situation they selected? What factors in the client case or in the particular contact made it difficult to apply the skill steps and why?
- What other cultural skills have they used to engage culturally diverse families in the past such as in the case they used for this exercise?
- What lessons did they learn from this exercise where they applied culturally centered skills to their own cases/services?

V. Summary of Module II

- A. Have the participants review the skill of using cultural validation statements, along with the skill steps and skill application examples on the Cultural Engagement and Rapport Building Tool.
- B. Facilitate a brief discussion on how and when they might use this skill with a culturally diverse family in their current caseloads , for example:
 1. Under what circumstances might they use this cultural skill (the types of clients, the needs and strengths involved)?
 2. Under what circumstances might they not use this skill and the reasons?
 3. From the Summary of an Initial Family Preservation Contact with Ms. Rivera, have the participants identify examples of other effective and ineffective cultural skills that were used (In Exchanges #3 through 5)
- C. Summarize the overall significance of this module:
 1. That the participants' effective use of these three initial cultural skills is linked to their attitudes about the importance of their cultural backgrounds in service delivery. Review PP Slide #17.
- D. Finally, encourage the participants to:
 1. Share their reactions to the training process and to the materials included in Module II.
 2. Ask any remaining questions they have about cultural skills or related areas.

Module III

Culturally-Centered Skills for Ongoing Services to Culturally Diverse Families and Children in Rural Missouri

Training Materials for Module III:

1. Power Point Slides #18-23 (all slides are numbered)
2. Module III Case Example Handout: The Monroe Family
3. A Cultural Coaching and Debriefing Tool Handout
4. Culturally Centered Interventions for Ongoing CW Services Handout

Time Required for Module III:

Two and ½ Hours

I. The Focus of this Module

A. Review the focus and purpose of Module III: PP Slide #18

1. The module focuses on exploring the entire range of issues and interventions involved in CW services to culturally diverse families. including:
 - A supervisory or peer coaching process for supporting this exploration and generating specific feedback about how services can be enhanced
 - During this simulated exploration and analysis process the entire group of workshop participants will be asked to serve as a peer coaching team
 - Typically, if you use this peer or supervisory coaching process in the future, the coaching team would consist of one or more of the CW worker's peers or his/her supervisor. The CW worker who requests or is provided this coaching and feedback process is automatically a member of this coaching team

II. The Cultural Coaching and Debriefing Tool

- A. Have the participants look over the tool while the trainer summarizes the tool's purpose and identified uses: PP Slide #19
- B. Review the tool's main sections and what material is included in each section: PP Slide #20
- C. Explain the process of brainstorming that will be used to analyze some

sections of the Cultural Coaching and Debriefing Tool: PP Slide # 21

1. Resource pooling: Each participant is a learner and an expert based on his/her life and practice experiences
2. Responses valued: There aren't any right or wrong answers only unique perspectives that can help keep the process open for learning
3. Risk-taking: Those who take risks by sharing who they are culturally and otherwise learn the most; investment=outcomes
4. Parallel coaching process: This cultural coaching process, worker to worker, is similar to the CW worker-culturally diverse family process (cultural issues, filters, power dynamics). Therefore the lessons learned can be generalized on both levels.

III. The Cultural Coaching and Debriefing Brainstorming Exercise

- A. Transition: Discuss how this exercise will allow the participants to simulate the cultural coaching process while analyzing a family case from rural Missouri based on Sections 1, 2, and 3 of the Cultural Coaching and Debriefing Tool
- B. Have the participants read the Module III Case Example Handout: the Monroe Family, pages 1 and 2 only.
 1. Ask if they have questions about any information in the case example, or if there are significant aspects of the case they want to comment on.
- C. Instructions: Explain that the trainer will guide the participants in using the brainstorming process to complete Sections 1 through 3 of the tool for this exercise (35 minutes).
 1. Guide the participants in brainstorming information that should be included in the first three sections of the tool based for the Monroe family.
 2. Ask a volunteer to write the results of the brainstorming process for each section of the tool on flip chart pages that are then attached to the walls.
 3. Add other information the trainer believes should be included in each section (e.g., if the participants don't include a key strength or challenge for the clients or a significant cultural filter or cultural background factor for the CW worker)
 4. Help the participants summarize the main information for each section (# 1-3) before moving on to the next section of the tool.

IV. The Peer Cultural Coaching Exercise

- A. Transition: Tell the participants this next exercise will allow them to continue the peer coaching process in a different venue (a small group), and with a different focus (a focus on cultural interventions in Sections 4- 6 of the tool).
- B. Explain also that this exercise builds on the brainstorming exercise they just completed, for example, they will use the cultural strengths and challenges identified in that exercise.
- C. Review the instructions and purpose for this exercise which involves the Monroe family case example. Tell the participants to complete the exercise in 35 minutes: PP Slide #22
- D. Ask the participants to turn to p. 3 of the Monroe case example and to review the interventions described on that page in order to complete this exercise.
- E. Assign a minimum of five groups for this exercise with 6 to 8 members per group. If the number of workshop participants is large it may be necessary to have more than one group to work on each of the following assigned tasks:
 1. Group 1: Identify the traditional CW services and the cultural interventions that were effective in addressing/acknowledging the Monroe family's cultural strengths. Clarify how the outcomes of those interventions were documented.
 2. Group 2: Identify the traditional CW services and cultural interventions that were effective in addressing the Monroe family's cultural challenges. Clarify how the outcomes of those interventions were documented.
 3. Group 3: Identify the traditional CW services and cultural interventions that were ineffective in addressing the Monroe family's cultural strengths and challenges. Clarify how the outcomes of those interventions were documented.
 4. Group 4: Identify what useful next steps or interventions could be used with the Monroe family in the future related to the family's cultural strengths and challenges (e.g., what gaps in services/interventions for this family were identified and need to be addressed?).
 5. Group 5: Identify what useful next steps or interventions could be used to increase the CW worker's self-reflection about cultural issues and her cultural skills with diverse families?

- F. Facilitate the exercise debriefing process with the participants by asking each of the five groups to summarize the results of their assigned task from the flip chart pages they produced (50 minutes)
- G. If more than one group was assigned to the same task, have the other group(s) share only those results from their task that either disagree with the first group's results or provide additional conclusions.
- H. If a group does not include all of the expected results for its assigned task, the trainer can:
1. Ask the larger group if they can add any information on the particular task that would make the results more complete, or
 2. Add other information that is missing (e.g., identify an effective intervention that addressed the family's cultural strengths or ask the participants to speculate on why such interventions were not used in the case)

V. Summary of Module III

- A. Help participants summarize the peer cultural coaching process for the Monroe family based on Section 7 of the Cultural Coaching and Debriefing Tool:
1. The lessons they learned from this experience regarding their:
 - Cultural knowledge or level of understanding about culture
 - Cultural filters related to assumptions, values, and/or beliefs
 - Culturally-centered skills
 2. Their feedback on whether this coaching process was: Slide # 23
 - Respectful: Of the participants' strengths; of where each person is in his/her cultural development
 - Reinforcing: For the participants' risk taking, for their willingness to consider change/growth opportunities
 - Reciprocal: How the process can benefit peer coaches and the CW worker who presents a case for analysis
 - Reflective: Whether the benefits outweigh the disadvantages of analyzing CW workers' cultural attitudes, filters, and skills

3. Reminder: Review handout on other cultural interventions for future use
Module IV

Effects of the Rural Child Welfare System's Organizational Culture On Service Quality for Diverse Families

Training Materials for Module IV:

1. Power Point Slides #24-29 (all slides are numbered)
2. Module IV Panel Discussion Plan (for the trainers only)
3. Background Information on the Panel Members Handout
3. The Workshop Bibliography Handout

Time Required for Module IV:

Two Hours

I. The Focus of this Module

A. Review the dual focus of this module: PP Slide #24

1. An overview of the rural child welfare system's organizational culture
2. A panel discussion that illustrates different aspects of the system's organizational culture based on the experiences of the panel members

B. Regarding the overview of the CW system's organizational culture:

1. Define organizational culture: An organization's service priorities and service programs, mission, communication patterns, administration, physical climate, and underlying values that reflect three very important issues:
 - Staff attitudes toward the handling of cultural differences with staff and clients (e.g., appreciation of differences versus intolerance versus discrimination against differences)
 - Service quality in terms of the cultural relevance of those services to diverse clients
 - Commitment to addressing the unique cultural needs of diverse families related to the organization's mission

II. Explain that in order to assess the CW system's culture and broker services for clients (help them to gain access to services), participants need to understand how the program components affect and are affected by that culture, for example: PP Slide #25:

- A. Organizational mission: Which consumer groups are priorities for particular culturally relevant services (e.g., teens of color who are aging out of the system)
 - B. The program: How culturally relevant are the services in terms of addressing social class, gender, age, ethnic, and religious differences among consumers?
 - D. Organizational policies and practices: Which policies help to insure that diverse families have access to services within the CW system or in other systems (e.g., housing, medical care, transportation, child care)?
 - E. Communication patterns: How culturally sensitive is communication with staff and clients, and how inclusive is the communication system in terms of soliciting and valuing feedback and input from culturally diverse families?
 - F. Underlying values: What is the organization's response to cultural differences, who is privileged or discriminated against among staff and consumers, and are those values stated or unstated?
- III. Describe how assessing the CW system's organizational culture and brokering the services, also requires that participants understand how its administrative components affect and are affected by that culture, for example: PP Slide #26:
- A. Administrative styles: Do those styles encourage feedback from staff and clients about the cultural relevance of services and provide them with access to decision makers at various levels?
 - B. System's rewards and sanctions: How are staff and families' ideas about improving the system's cultural competence rewarded or sanctioned?
 - C. The organizational climate: Is the climate welcoming to culturally diverse families based on their solicited or spontaneous feedback: office location and access; culturally preferred reading materials; and diverse line, supervisory, and administrative staff?
 - D. Legal roles: Does the organization emphasize following required roles and responsibilities versus interpreting and implementing requirements with maximum flexibility in discretionary areas?
- IV. Transition: Explain how individuals may experience the CW system differently in the program and administrative areas just discussed based on their system roles and cultural backgrounds.
- A. Therefore, a panel presentation has been included in this module, to illustrate how the members have experienced the CW system's culture in similar as well

as different ways.

- B. Tell participants 50 minutes to one hour is the time allotted for this activity.
- C. Explain that the trainer will serve as the panel moderator.
- D. Refer the participants to a detailed background description on the panel members that is included with their training material for future reference.
- E. Present a brief description of each panel member's cultural background, their roles and period of time involved in the CW system, and other relevant roles and experiences.
- F. Begin the panel discussion by asking an initial question of one panel member, and continue the discussion by asking some members to react to comments by other members, or provide more details about their own comments (See the Module IV Panel Discussion Plan handout for trainers).
- G. Move the panel to other questions included in the Panel Discussion Plan as Each segment of the discussion seems to have effectively addressed a question under discussion.
- I. About 10 minutes before the allotted time ends ask panel members if they have any brief final remarks before the question and answer segment begins.
- J. Then open the segment for questions from the audience and explain that a 30 minute period has been provided for this portion of the panel (it may be helpful to repeat participants' questions before having panel members respond to those questions)

V. Summary of Module IV

- A. First, give a brief summary of the main points from the panel discussion and and the question segment.
- B. Remind participants of the special needs of teens of color who are aging out of the CW system by summarizing how some CW systems or cultural organizations have responded to those needs by: PP Slide #27:
 - 1. Helping the teens maintain or re-connect with their families and cultural communities in order to enhance their cultural identities and their sources of cultural support.
 - 2. Educating them about the importance of cultural identity by using cultural coaches from those communities.

3. Involving them in cultural rites of passage programs that teach cultural history, values, and traditions, along with cultural rites.
 3. Orienting them to cultural disparities they have and will encounter, especially in terms of career development, work, and health care.
 4. Involving them in service learning to teach them social responsibility from a social justice perspective (regarding political and cultural community issues)
- C. Summarize also the transitional services that all youths require for an effective transition out of CW services/and the organizational culture of CW: PP Slide #28, for example:
1. Independent living skills include:
 - Personal care skills
 - Home management skills including budgeting education
 - Consumer education
 2. Managing co-occurring disorders includes understanding and applying recovery approaches simultaneously for:
 - Substance abuse disorders
 - Mental health disorders
 - Physical disabilities (hearing impaired, cerebral palsy, developmental Disabilities, HIV/AIDS)
- D. Finally, summarize the focus of this workshop overall: PP Slide #29
1. According to this proverb, the right road is the integration of culture into All CW services; culture should not be an add on or a slight detour from what is traditionally considered the right CW road.
 2. Ask the participants if they have anything to add to this summary or any final questions or feedback about this training experience.

VI. Have the participants complete the workshop evaluations.

