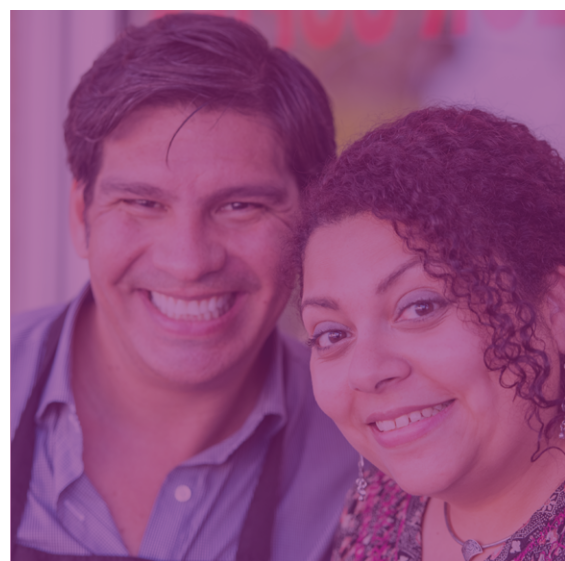# Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations

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Introduction

The U.S. population is becoming increasingly diverse, particularly with respect to the rapidly growing number of multicultural, multi-lingual low-income children and families. Changes in the diversity of communities across the country have prompted a call to action for many service providers, as well as funders of such programs, to reduce disparities in the access and utilization of services.

Given the rapidly changing demographics among high-poverty communities in the United States, it is of the utmost importance that organizations recognize the particular needs of the culturally and linguistically diverse populations they serve through programmatic services, and that applications for funding announcements appropriately reflect this responsiveness to increasingly diverse populations. Social service programs are finding that in order to keep pace with the demand, community-based organizations (CBOs) must deliver more culturally responsive services. **Cultural competency** is an important way that CBOs can become more responsive to the needs of the increasingly diverse populations they serve.

This resource guide, *Supporting the Development of Culturally Responsive Approaches to Serving Diverse Populations,* is designed to help CBOs serve the needs of their diverse populations.

About this guide's multiple audiences and purposes

The first goal of this resource guide is to help community-based service programs more easily find and access available resources on cultural competency in order to better serve their targeted populations. Second, the resource guide aims to help CBOs attract funders who often require evidence of culturally competent programs.

A changing population

According to 2013 U.S. Census data:

- 48 percent of children under the age of 18 were members of racial/ethnic groups other than non-Hispanic white.

- Of this group, Hispanics represented the largest racial/ethnic group (24 percent), followed by non-Hispanic blacks (14 percent) and non-Hispanic Asians (5 percent).

- Hispanics also are a fast-growing racial/ethnic group, almost tripling as a share of the U.S. population between 1980 (9 percent) and 2013 (24 percent).[a]

Across that culturally and linguistically diverse population, however, there is great variability within any given racial/ethnic group. Understanding the variability within and across racial/ethnic subgroups is an important step any organization must take to ensure its services are culturally responsive to the needs of its targeted population.

[a] POP3 Race and Hispanic Origin Composition: Percentage of U.S. Children Ages 0–17 by Race and Hispanic Origin, 1980–2013 and Projected 2014–2050. http://www.childstats.gov/americaschildren/tables/pop3.asp

This guide is not intended to serve as a training resource for frontline service providers. Rather, it directs users to an existing array of valuable tools and resources that they can consult, use, and adapt to strengthen their capacity to provide more culturally competent service delivery programs**.** The resource guide is also intended to help support CBOs in developing high-quality and successful applications in response to funding announcements.

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In this guide

This resource guide addresses the following topics:

1. Defining and understanding cultural competency

2. Choosing interventions for diverse populations

3. Conducting a needs assessment

4. Measurement considerations for diverse populations

5. Collaboration through a diversity lens

6. Workforce diversity

7. Budgeting

Each section discusses existing resources that organizations can use to develop or improve their ability to provide culturally competent programs. Tables within each of the sections provide links to specific resources that correspond to particular needs.

1. Defining and Understanding Cultural Competency

What does *cultural competency* mean? Whether your organization is looking for resources to improve your practice with diverse populations or you are new to these kinds of services, here is a widely accepted definition of *cultural competency*:

> A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or amongst professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations.… A culturally competent system of care acknowledges and incorporates—at all levels—the importance of culture, the assessment of cross-cultural relations, vigilance towards the dynamics that result from cultural differences, the expansion of cultural knowledge, and the adaptation of services to meet culturally unique needs.[1]

A critical element of that definition is the phrase "at all levels."

A model that incorporates this concept is described in *Enhancing Cultural Competence in Social Service Agencies*:

> Cultural competence at the broadest level of the organization influences cultural competence at the staff level and ultimately at the level of program design, implementation, and evaluation.[2]

The culturally competent model integrates three dimensions commonly discussed in the research literature:

- **Critical awareness/knowledge**—an awareness of one's own knowledge and biases of culturally diverse populations;

- **Skills development**—effective communication and skills that foster trust with individuals from diverse backgrounds; and

- **Organizational supports**—organizational systems and policies that facilitate practices that are responsive to the varied needs of diverse families.

How an organization's policies and practices operate depends on the nature of the services it offers. Within the health professions, for example, culturally competent strategies are likely to focus on attitudes and behaviors related to health services. Thus, the National Institutes of Health has included language in its definition of cultural competence (which it refers to "cultural respect") as follows:

> For the provider of health information or health care, these [cultural] elements influence beliefs and belief systems surrounding health, healing, wellness, illness, disease, and delivery of health services. The concept of cultural respect has a positive effect on patient care delivery by enabling providers to deliver services that are respectful of and responsive to the health beliefs, practices, and cultural and linguistic needs of diverse patients.[3]

Because cultural misunderstandings around health and health care can have life-or-death consequences, cultural competency efforts in that area are robust. Within the U.S. Department of Health and Human Services (DHHS), the Office of Minority Health has established the Center for Linguistic and Cultural Competency in Health Care to address the needs of diverse populations. The Office also has developed the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (National CLAS Standards). These standards "aim to improve health care quality and advance health equity by establishing a framework for organizations to serve the nation's increasingly diverse communities."[4]

Similarly, the National Association of Social Workers[5] includes provisions within its Code of Ethics that hold social workers to be culturally competent. For example, social workers are expected to "have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups."

Culture

The integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group.

—Cross et al.

Cultural respect

When developed and implemented as a framework, cultural respect enables systems, agencies, and groups of professionals to function effectively to understand the needs of groups accessing health information and health care—or participating in research-in an inclusive partnership where the provider and the user of the information meet on common ground.

—National Institutes of Health

Cultural competence

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.

—National Association of Social Workers

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Implications for social service providers/practitioners

A good way for an organization to start building trust and improving communication among staff and individuals served is to identify which definition of cultural competence fits best. Here are some activities that can be useful:

- Inviting discussions with members of different cultural groups to gather opinions and viewpoints that are truly representative.

- Assessing the organization's current strengths and weaknesses in providing culturally competent services.

- Revising the mission statement to incorporate cultural competency.

- Developing goals and identifying milestones to measure progress.

- Identifying responsible parties who will help ensure that conversations about cultural competency are ongoing and make adequate progress.

- Dedicating funds and resources to making improvements.

Resources and tools

Organizations may find the resources in Table 1 helpful as they work toward achieving a common understanding of cultural competency, responsiveness, and relevance to their program operations.

Table 1. Resources for defining and understanding cultural competency

Resource	Description
Enhancing Cultural Competence in Social Service Agencies: A Promising Approach to Serving Diverse Children and Families Calzada & Suarez-Balcazar, 2014	• Summarizes the existing research on cultural competence in social services. • Describes cultural competence and provides concrete strategies for strengthening cultural competence in social services. • https://www.acf.hhs.gov/sites/default/files/opre/brief_enhancing_cultural_competence_final_022114.pdf
Improving Cultural Competence: A Treatment Improvement Protocol (TIP 59) U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, 2014	• Includes definitions of cultural competency and responsiveness, and addresses their importance with regards to race, ethnicity, and identity. • Includes an introduction to cultural competence, core competence for counselors, culturally responsive evaluation and treatment planning, and behavioral health treatment for major racial and ethnic groups. • https://www.ncbi.nlm.nih.gov/books/NBK248428/pdf/Bookshelf_NBK248428.pdf
Building Culturally & Linguistically Competent Services to Support Young Children, Their Families, and School Readiness Annie E. Casey Foundation, 2004	• Promotes culturally and linguistically responsive early childhood development and school readiness services, supports, programs, and practices for children and families. • Includes definitions of culturally specific words and terminology. • http://www.aecf.org/m/resourcedoc/AECF-BuildingCulturallyLingusticallyCompetentServices_2004.pdf
Cultural Competence in a Multicultural World; Building Culturally Competent Organizations The Community Tool Box, University of Kansas	• Describes what an organization needs to do to become culturally competent and why it is important to do so. • Focuses on how to define and determine a culturally competent organization. • Includes checklists and other tools providing step-by-step guidance on how to become a culturally competent organization. • http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culturally-competent-organizations/main
The Education Achievement Gap: Which Way to a Smarter America? Oregon Department of Education	• Links to a set of videos on the education achievement gap and the lack of cultural responsiveness in education. • http://www.ode.state.or.us/opportunities/grants/saelp/edachievgapnov2004.aspx

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Resource	Description
"Culturally Competent Systems of Care with Latino Children and Families" Dettlaff and Rycraft, 2009	• Describes an evaluation of an initiative to train child welfare practitioners in the use of an existing evidence-based system of care for use with Latino children and families. • Identifies challenges with the implementation of systems of care, along with implications for the use of culturally competent systems of care within child welfare services. • http://cssr.berkeley.edu/cwscmsreports/LatinoPracticeAdvisory/Culturally%20Competent%20SOC.pdf
National Center for Cultural Competence Georgetown University, Center for Child and Human Development	• Defines the conceptual framework and model for achieving cultural and linguistic competence. • Includes resources and publications from the National Center for Cultural Competence (NCCC), searchable by type and title. • https://nccc.georgetown.edu/foundations/frameworks.html
Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed Cross et al., 1989	• Provides a widely accepted definition of cultural competency. • Focuses on the background of cultural competency and how policy, resources, and research are affected by it. • http://files.eric.ed.gov/fulltext/ED330171.pdf
Building Capacity to Strengthen the Well-Being of Immigrant Families and Their Children: A Prevention Strategy (Latino Cultural Guide) Center for Advanced Studies in Child Welfare, University of Minnesota School of Social Work, 2010	• Provides an overview of cultural issues important to understanding children and family environments in Latino immigrant groups. • Stresses the importance of understanding each child and family's experiences through a cultural lens. • http://cascw.umn.edu/wp-content/uploads/2014/02/CulturalGuide-Latino.pdf
Recruiting and Retaining Older African American and Hispanic Boys in After-School Programs: What We Know and What We Still Need to Learn Kauh, 2010	• Includes a review of the research on successful approaches to recruiting and retaining middle- and high school-aged Hispanic and African American males to after-school programs. • Discusses key themes from the existing research related to recruitment and retention strategies for older minority males. • Concludes with a set of recommendations for programs, stakeholders, and researchers. • http://ppv.issuelab.org/resources/5082/5082.pdf
"Improving Patient Care: Cultural Competence" Sutton, 2000	• Defines key terms, core competencies for staff, and planning. • Provides tips that are specific to substance abuse treatment, but can be adapted to other areas. • http://www.aafp.org/fpm/2000/1000/p58.html
Standards and Indicators for Cultural Competence in Social Work Practice National Association of Social Workers, 2015	• Describes standards and indicators for cultural competence in the practice of social work. • Addresses cultural competence at the individual, institutional, and societal levels. • https://www.socialworkers.org/practice/standards/naswculturalstandards.pdf
Tool Kit of Resources for Cultural Competent Education for Baccalaureate Nurses American Association of Colleges of Nursing, 2008	• Provides resources and exemplars supporting cultural competency in baccalaureate nursing education. • Provides an overview of cultural competence content areas and illustrative teaching and learning activities, as well as key resources that will help faculty integrate cultural competency in nursing curriculum. • http://www.aacn.nche.edu/education-resources/toolkit.pdf

Table 1 cont. Resources for defining and understanding cultural competency

Resource	Description
Evidence-Based Practices with Latino Youth: A Literature Review University of Wisconsin School of Medicine (Feldman, Trupin, Walker, and Hansen), 2010	• Includes a review of the research on mental health concerns for Latino immigrants. • Highlights the evidence for how best to respond to these mental health concerns, particularly for cognitive-behavioral intervention approaches. • Includes a discussion of whether cultural modification or adaptation is recommended. • http://www.healthalt.org/uploads/2/3/7/5/23750643/evidencebased_practices_with_latino_youth_a_literature_review.pdf
Cultural Competence in Research: Annotated Bibliography Harvard Catalyst; The Harvard Clinical and Translational Science Center, 2010	• Provides a review of the research literature on issues relevant to cultural competence. • Designed as a training module for researchers focusing on the linkages between culture and research design, analysis, and interpretation. • https://catalyst.harvard.edu/pdf/diversity/CCR-annotated-bibliography-10-12-10ver2-FINAL.pdf
Enhancing Cultural Competence in Out-of-School Time Programs: What Is It, and Why Is It Important? Child Trends (Kennedy, Bronte-Tinkew, and Matthews), 2007	• Provides cultural competency definitions and program descriptions, including suggested programs across the country that provide out-of-school services. • http://www.childtrends.org/wp-content/uploads/2013/07/2007-03CulturalCompetenceOST.pdf
National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care Office of Minority Health, U.S. Department of Health and Human Services	• Presents 15 action steps intended to advance health equity, improve quality, and help eliminate health care disparities through culturally and linguistically appropriate services. • https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53

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2. Choosing Interventions for Diverse Populations

Multiple factors influence whether an organization's services produce the desired outcomes. Are the interventions being used **effective?** Can they deliver their **intended effects**? And **for whom are they effective**?

When developing and/or providing services for diverse populations, organizations should consider a number of factors that may influence their approach, such as acculturation, ethnic identity, religious identity, generational status, language barriers, recency of immigration, country of origin, political climate, socioeconomic status, formal and informal educational experiences, sexual identity and orientation, culturally based beliefs and practices, and the match between the language and cultural backgrounds of program staff and families served. The more diverse an organization's target population, the more issues you should consider in developing your intervention.

Identifying evidence-based programs

Service organizations should identify and select interventions or programs that are **evidence-based** (i.e., proven to be effective through prior research) and that **match the needs** of the targeted community, especially its cultural and linguistic needs. With reliable information regarding the effectiveness of diverse approaches, organizations can decide which services or programs to implement.

There are a number of available resources that address program effectiveness, yet very few specifically examine programs that are designed for culturally and linguistically diverse populations and/or more general programs that may have been tested for use with diverse populations. Furthermore, few resources include specific criteria for reviewing research evidence for programs that serve culturally and linguistically diverse populations.

Here are three examples of the available resources that conduct general reviews of evidence-based programs:

*   The What Works Clearinghouse (WWC) reviews studies on a variety of education-related topics and offers information about which interventions it finds to be effective, based on the research evidence. Topics include early childhood education, college preparation, math, literacy, science, and others, including which interventions are effective with English language learners. (Host: U.S. Department of Education)

*   SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP) is an evidence-based repository and review system for mental health and substance abuse interventions. All interventions in the registry have met NREPP's minimum requirements for review. (Host: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services)

*   Effective Interventions: HIV Prevention That Works is a clearinghouse of resources used by HIV prevention providers such as health departments and community-based organizations so as to provide the best evidence-based HIV prevention services. (Host: Centers for Disease Control and Prevention)

Organizations can use these resources and others described in Table 2 to find research evidence on services or interventions they might use when helping their diverse populations.

While these findings are promising, it is important to consider the communities in which these studies occurred. At times, findings apply across communities and at times they are not as effective for all populations within different communities. In other words, how can we know that a program that works for one population will work just as well for a different one? Fortunately, a growing body of work focuses on developing or adapting programs for specific culturally and linguistically diverse populations.

Linguistic and cultural adaptations of programs

For some programs or interventions, there is limited research on their use, applicability and effectiveness with a particular population. In such a case, an intervention that research has shown to be effective with one population might need to be adapted to suit the needs of another. The following section provides resources to help program staff decide whether adaptation is necessary and possible, and whether or not they may want to undertake the cultural and/or linguistic adaptation of an existing program or opt for developing a new intervention themselves.

Ideally, when organizations adapt programs or interventions for use with a different or diverse population, they should:

- strive to follow the most current guidelines regarding high-quality translation and/or cultural and linguistic adaptation strategies;

- have those staff most familiar with the unique characteristics and needs of the targeted population lead the efforts; and

- pilot-test any newly adapted materials/programs before implementing them broadly, to ensure that all issues have been adequately addressed for the targeted population.

Language translation

One of the more basic means of adapting materials is **language translation**. The recommended process is complex, involving multiple translators representing various regional or dialectical differences, examination of the appropriate literacy level, potential cognitive testing (soliciting input from individuals for whom the translation is intended), and subsequent review of the translation by an independent individual or committee (see text box on translation/adaptation best practices).

For some populations with especially low literacy rates, it also may be important to determine whether items are most appropriately administered in writing or orally.

Cultural adaptation

When an existing program or intervention was developed for a particular population, it might be necessary to make **cultural adaptations** for use with different or diverse populations. For example, the Administration for Children and Families funded a separate case study to examine the adaptation and implementation of an existing evidence-based socio-emotional curriculum to meet the needs of the children and families served by the Migrant and Seasonal Head Start (MSHS) program.

There are a number of cultural adaptation models that include systematic, research-based approaches to the adaptation and implementation of existing programs to best meet the needs of culturally and linguistically diverse populations (see examples in Table 2). These cultural adaptation models can guide organizations in examining what may or may not work with the unique characteristics and needs of their particular families.

Most current cultural adaptation models stress a multi-stage process that involves in-depth consultation with research

Translation/adaptation best practices

These six illustrative articles describe some of the research supporting best practices for the translation and cultural adaptation of measures and materials for use with culturally and linguistically diverse populations.

- Chávez, L. M., and G. Canino. 2005. *Toolkit on Translating and Adapting Instruments*. Cambridge, MA: Human Services Research Institute. http://www.hsri.org/files/uploads/publications/PN54_Translating_and_Adapting.pdf

- Harkness, J. (2003). "Questionnaire Translation." In *Cross-Cultural Survey Methods*, edited by J. Harkness, F. van de Vijver, and P. Mohler, New York: John Wiley.

- Martinez, G., B. V. Marín, and A. Schousa-Glusberg. 2006. "Translating from English to Spanish: The 2002 National Survey of Family Growth." *Hispanic Journal of Behavioral Sciences* 28: 531–545.

- Nápoles-Springer, A. M., J. Santoyo-Olsson, H. O'Brien, and A. L. Stewart. 2006. "Using Cognitive Interviews to Develop Surveys in Diverse Populations." *Medical Care* 44: S21–S30.

- Peña, E. D. 2007. "Lost in Translation: Methodological Considerations in Cross-Cultural Research." *Child Development* 78: 1255–1264.

- U.S. Census Bureau. 2004. *Census Bureau Guideline: Language Translation of Data Collection Instruments and Supporting Materials*. Suitland, MD: U.S. Census Bureau.

Cultural adaptation best practices

These five illustrative articles describe some of the research supporting best practices for developing or adapting programs for culturally and linguistically diverse populations.

- Bernal, G. 2006. "Intervention Development and Cultural Adaptation Research with Diverse Families." *Family Process* 45 (2): 143–151.

- Castro, F. G., M. Barrera, Jr., and L. K. Holleran Steiker. 2010. "Issues and Challenges in the Design of Culturally Adapted Evidence-Based Interventions." *Annual Review of Clinical Psychology* 6: 213–239.

- Dumas, J. E., X. Arriaga, A. M. Begle, and Z. Longoria. 2010. "When Will Your Program Be Available in Spanish? Adapting an Early Parenting Intervention for Latino Families." *Cognitive and Behavioral Practice* 17 (2): 176–187.

- Garcia Coll, C., and L. M. Pachter. 2002. "Ethnic and Minority Parenting." In Handbook of Parenting: Vol. 4. *Social Conditions and Applied Parenting*, edited by M. H. Bornstein, 1–20. Mahwah, NJ: Erlbaum.

- Rodríguez, M., A. A. Baumann, and A. L. Schwartz. 2011. "Cultural Adaptation of an Evidence Based Intervention: From Theory to Practice in a Latino/a Community Context." *American Journal of Community Psychology* 47 (1-2): 170–186.

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experts and representative members of the targeted population. Together they identify the cultural alignment process and recommend approaches for making the necessary changes to the intervention.

Resources and tools

Cultural adaptation approaches may become indispensable for helping programs and services grow more responsive to the needs of diverse populations. Table 2 provides descriptions of resources for: (1) identifying critical factors relevant to serving and studying culturally and linguistically diverse populations; (2) identifying evidence-based programs; and (3) making cultural and linguistic program adaptations.

Table 2. Resources addressing the understanding of diverse populations

Resource	Description
Identifying factors relevant for serving culturally and linguistically diverse populations	
Hispanics and Family-Strengthening Programs: Cultural Strategies to Enhance Program Participation Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2013	• Describes the adaptations and refinements undertaken by Hispanic Healthy Marriage Initiative (HHMI) grantee sites to make their services culturally responsive. • Focuses on important Hispanic cultural values, and strategies for identifying critical factors such as language and diversity. • https://www.acf.hhs.gov/sites/default/files/opre/hhmi_brief_5_cultural_adaptations_final_6_5_13_2.pdf
"Ethnic and Minority Parenting" García Coll and Pachter, 2002	• Discusses the conceptual model for ethnic and minority parenting reflecting both universal ways of achieving parental goals but also emphasizes the resilience and adaptiveness of families. • Focuses on poverty, racism, and culturally based contextual factors that affect parenting. • https://books.google.com/
Understanding Cultural Conditions U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration	• Discusses the importance of understanding cultural and community context when delivering prevention services in diverse communities. • https://www.samhsa.gov/capt/tools-learning-resources/understanding-cultural-conditions
Culturally and Linguistically Appropriate Services University of Illinois at Urbana-Champaign	• Includes early childhood/early intervention resources for providers who work with culturally and linguistically diverse children, including children with disabilities. • http://clas.uiuc.edu/index.html
Improving Health Care for a Diverse World Diversity Rx	• Collects resources to help providers improve the accessibility and quality of health care for minority, immigrant, and indigenous communities. • http://www.diversityrx.org/
Mental Health: Culture, Race, and Ethnicity U.S. Public Health Service, U.S. Department of Health and Human Services, 2001	• Describes the disparities for minorities in the availability, accessibility, and quality of mental health services. • https://www.ncbi.nlm.nih.gov/books/NBK44243/pdf/Bookshelf_NBK44243.pdf

Table 2 cont. Resources addressing the understanding of diverse populations

Resource	Description
Interactive Maps Urban Institute	• Features interactive maps visualizing data based on various demographics throughout the United States. • Includes maps and information describing where segregation in schools is still a concern, where crime is concentrated in specific neighborhoods, etc. • http://www.urban.org/research/data-methods/interactive-maps
Migration Data Hub Migration Policy Institute (MPI)	• Provides analysis, development, and evaluations of migration and refugee policies at local, national, and international levels. • http://www.migrationpolicy.org/programs/migration-data-hub
Hispanic Trends Pew Research Center	• Provides a range of publications, data, and other resources about the Hispanic population in the United States, including interactive maps, raw data, and profiles. • Includes searchable reports and publications on immigration attitudes, Hispanic identity, Hispanic living arrangements, earnings, health insurance coverage, etc. • http://www.pewhispanic.org/data-and-resources/
Reaching and Engaging with Hispanic Communities: A Research-Informed Communication Guide for Nonprofits, Policymakers, and Funders Child Trends (Torres, Guerra, Caal, and Li), 2016	• Provides research-informed strategies for improving communications and outreach to Latino communities. • Includes recommendations for synthesizing research in to communications. • https://www.childtrends.org/publications/reaching-and-engaging-with-hispanic-communities-a-research-informed-communication-guide-for-nonprofits-policymakers-and-funders/
Culture Counts: Engaging Black and Latino Parents of Young Children in Family Support Programs Child Trends (Moodie and Ramos), 2014	• Provides an overview of family support programs, identifying the features and strategies that may be most effective for reaching and engaging black and Latino families. • Includes a synthesis of research on parent engagement in family support services and programs, and recommendations for policymakers and practitioners on designing, adapting, and evaluating culturally relevant family support programs and services. • http://www.childtrends.org/wp-content/uploads/2014/10/2014-44BCultureCountsFullReport1.pdf
The Strengths of Latina Mothers in Supporting Their Children's Education: A Cultural Perspective Child Trends Hispanic Institute (Ramos), 2014	• Reports findings on Latina immigrant mothers and their techniques to support their children's education in the preschool years. • Includes findings on how mothers supported their children's learning and development and how culture shaped their involvement. • http://www.childtrends.org/wp-content/uploads/2014/06/Strengths-of-Latinas-Mothers-formatted-6-10-14.pdf
Reproductive Health Care through the Eyes of Latina Women: Insights for Providers Child Trends, 2012	• Presents findings from young adult Latina women and providers who work with Latina populations. • Recommends provider practices to enhance direct services for Latina women and communicate clinic-policy to this population, as well as strategies clinics can use to access and engage communities. • http://www.childtrends.org/?publications=reproductive-health-care-through-the-eyes-of-latina-women-insights-for-providers

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Table 2 cont. Resources addressing the understanding of diverse populations

Resource	Description
Strong Foundations for Our Youngest Children Build Initiative	• Collects research on early childhood to help programs prepare young children to thrive and succeed. • Focuses on state and national: research, programs descriptions, services, and policies tailored to the needs of a young child population. • http://www.buildinitiative.org/Resources/CategoryLanding/tabid/208/cid/31/smid/603/tmid/412/Default.aspx
Advancing Effective Communication, Cultural Competence, and Patient- and Family-Centered Care; A Roadmap for Hospitals Joint Commission, 2010	• Includes recommendations to help hospitals address unique patient needs, meet the patient-centered communication standards, and comply with related Joint Commission requirements. • Also includes example practices, information on laws and regulations, and links to supplemental information, model policies, and educational tools. • https://www.jointcommission.org/assets/1/6/ARoadmapforHospitalsfinalversion727.pdf
Identifying evidence-based programs	
What Works Clearinghouse Institute of Education Sciences, U.S. Department of Education	• Provides information about interventions considered to be effective based on rigorous research methods. • Includes practice guides, intervention reports, and reviews of recent education research. • http://ies.ed.gov/ncee/wwc/topics.aspx
SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP) Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services	• Provides a registry of public health efforts to advance behavioral health searchable by topic, program, and grant type. • Includes a searchable database (by race/ethnicity and other demographic characteristics) of interventions reviewed by the NREPP. • https://www.samhsa.gov/data/evidence-based-programs-nrepp
Effective Interventions: HIV Prevention That Works Centers for Disease Control and Prevention	• Provides information on programs focusing on HIV prevention. Including high impact prevention resources in behavior and in the biomedical field, and marketing strategies. • https://effectiveinterventions.cdc.gov/en
CEBC Cultural Resources California Evidence-Based Clearinghouse for Child Welfare (CEBC)	• Provides a searchable database of evidence-based practices in the area of child welfare services. • Includes a reference list of cultural resources on issues such as cultural adaptation, effectiveness of evidence-based practices (EBPs) with diverse populations, and the engagement and retention of cultural minority groups in EBPs. • http://www.cebc4cw.org/cultural-resources/
A Guide to Healthy Marriage and Responsible Fatherhood Programs for Hispanic Couples and Families National Research Center on Hispanic Children and Families, 2015	• Provides a review of programs serving Hispanic couples and fathers. • Includes detailed profiles of individual programs. • http://www.hispanicresearchcenter.org/?publications=healthy-marriage-and-responsible-fatherhood-programs-for-hispanic-couples-and-families-a-program-guide

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Table 2 cont. Resources addressing the understanding of diverse populations

Resource	Description
Home Visiting Evidence of Effectiveness Administration for Children and Families, U.S. Department of Health and Human Services	• Presents findings on home visiting programs (by program model, outcome domain), implementation guidelines, special reports. • http://homvee.acf.hhs.gov/
Income and Benefits Policy Center Urban Institute	• Offers comprehensive list of state policies and program summaries on child care, financing, welfare, public safety, and net income. • Includes an infographic and research brief describing effective approaches for linking education and training with employer skills. • http://www.urban.org/policy-centers/income-and-benefits-policy-center/projects
National Institute for Early Education Research (NIEER)	• Provides a summary of state and national policy research to support high-quality early childhood education. • Focuses on annual pre-kindergarten reports by states, journal articles, online newsletters, videos, policy reports, and recommended literature. • http://nieer.org/
Regional Educational Laboratory Program (REL) Institute of Education Sciences, U.S. Department of Education	• Provides information for implementing evidence-based practices and program evaluation reports, including guidance for writing study proposals and reports and how to collect stakeholder feedback. • https://ies.ed.gov/ncee/edlabs/relresources/index.asp
Social Programs That Work [website] Coalition for Evidence-Based Policy	• Identifies evidence-based interventions based on "Top Tier" criteria. • Includes full intervention reports on various programs based on evidence from a standardized tier model created by the organization. • http://evidencebasedprograms.org/
PPN Issue Briefs Promising Practices Network (PPN) on Children, Families and Communities	• Provides a summary of programs that use high-quality scientific evidence to inform education decision-making. • http://www.promisingpractices.net/briefs/briefs_evidence_based_practices.asp
Evidence-Based Behavioral-Practice Office of Behavioral & Social Sciences Research, National Institutes of Health at Northwestern University	• Identifies evidence-based interventions, including access to individual intervention reports, manuals, reviews, and books. • http://www.ebbp.org/skillsBasedResources.html
Blueprints for Healthy Youth Development Annie E. Casey Foundation	• Showcases evidence-based positive youth development programs designed to promote the health and well-being of children and teens. • Focuses on identifying target families, schools, and community-based programs. • http://www.blueprintsprograms.com/search

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Resource	Description
Teen Pregnancy Prevention (TPP Resource Center: Evidence-Based Programs Office of Adolescent Health, U.S. Department of Health and Human Services	• Provides information on adolescent health programs, with information from federal and nonprofit organizations, including data sets, tip sheets, webinars, evidence-based programs, and information about adolescent social media usage. • https://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/db/index.html
Evidence-Based Programs, EPISCenter Pennsylvania Commission on Crime and Delinquency, Pennsylvania Department of Human Services, Pennsylvania State University	• Provides a list of evidence-based, effective programs to "impact delinquency, violence, and substance use and promote positive youth development." • http://episcenter.psu.edu/ebp
Translation and cultural and linguistic program adaptations	
***Census Bureau Guideline for the Translation of Data Collection Instruments and Supporting Material*s** U.S. Census Bureau (Pan and de la Puente), 2005	• Provides guidelines to ensure that data collection instruments and related materials are reliable, complete, accurate, and culturally appropriate when translated from the original language. • http://www.census.gov/srd/papers/pdf/rsm2005-06.pdf
Toolkit on Translating and Adapting Instruments Chávez and Canino, 2005	• Provides step-by-step guidance on the process of translating and adapting instruments for use with diverse populations, with an emphasis on achieving cultural equivalency. • http://www.hsri.org/files/uploads/publications/PN54_Translating_and_Adapting.pdf
Process of Translation and Adaptation of Instruments World Health Organization	• Provides step-by-step guidance on the process of translating instruments into other languages. • The emphasis is on ensuring the conceptual equivalence of instruments across languages and not just the linguistic/literal equivalence. • http://www.who.int/substance_abuse/research_tools/translation/en/
"Cultural Adaptation of an Evidence Based Intervention: From Theory to Practice in a Latino/a Community Context" Rodríguez, Baumann, and Schwartz, 2011	• Describes the process for adapting an evidence-based parenting program for use with Spanish-speaking Latino parents. • Includes a discussion of both process adaptations (e.g., engaging the treatment developer, community leaders, and parents, etc.) and content adaptations (e.g., shaping the appropriateness of language, persons, metaphors, concepts, contexts, methods, and goals). • https://www.researchgate.net/publication/49644347_Cultural_Adaptation_of_an_Evidence_Based_Intervention_From_Theory_to_Practice_in_a_Latinoa_Community_Context
"'When Will Your Program Be Available in Spanish?' Adapting an Early Parenting Intervention for Latino Families" Dumas et al., 2010	• Describes a Spanish adaptation of a research-based preventive intervention to support families through discussions and activities that address practical childrearing issues and promote child coping-competence. • Summarizes the challenges of adapting and translating a behavioral intervention. • https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2895490/pdf/nihms210891.pdf

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Table 2 cont. Resources addressing the understanding of diverse populations

Resource	Description
"Intervention Development and Cultural Adaptation Research with Diverse Families" Bernal, 2006	• Provides an overview to intervention development and cultural adaptation research with diverse families, including a discussion of conceptual frameworks for the development of interventions. • https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1693965/
"Issues and Challenges in the Design of Culturally Adapted Evidence-Based Interventions" Castro, Barrera, and Holleran Steiker, 2010	• Provides an overview of issues and challenges related to the design of cultural adaptations developed from an original research-based intervention. • Describes multistep frameworks or stage models that can be used to guide the development of culturally adapted interventions. • https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4262835/
"Cultural Adaptations of Behavioral Health Interventions: A Progress Report" Barrera et al., 2013	• Provides a summary of the five stages of cultural adaptation: information gathering, preliminary design, preliminary testing, refinement, and final trial. • Reviews research examining evidence on the effectiveness of culturally adapted/enhanced interventions. • https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3965302/
Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence Research Foundation for Mental Health (Samuels, Schudrich, and Altschul), 2008	• Discusses working with communities on how to select, modify, and/or implement an evidence-based practice. • Also includes several illustrative case studies. • http://calmhsa.org/wp-content/uploads/2013/10/ToolkitEBP.pdf

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3. Conducting a Needs Assessment

A "needs assessment" is the systematic gathering and analyzing of information about a community's needs from families, community members or cultural brokers, and/or other key stakeholders. With this information, an organization can strategize how to support the community's strengths, and meet its existing needs.

Community-based organizations see the importance of this initial exploratory work reflected in funding announcements that call for applicants to incorporate needs assessments into their work. Below are excerpts from two DHHS announcements, from the Office of Adolescent Health and the Office of Head Start, respectively, that integrated such a requirement:

> Applicants are expected to justify needs based on data in their application. The planning period provides additional time for grantees to continue summarizing or conducting a needs and resources assessment of their target population using new or existing data sources as appropriate; identify the specific youth to be targeted; identify resources and partners; and use this information to inform program goals and objectives.[6]

> Applicants are expected to identify the needs and existing resources that can be leveraged to support all partner sites in providing these services, such as training and technical assistance. Based on the strategic plan and community assessment, applicants will propose an approach that responds to the needs of families in the community, including the need for increased access to full-time, stable, high-quality, comprehensive child development services for working families.[7]

Community-based service delivery organizations will find that working closely and collaboratively with community members to conduct the needs assessment is important. It can be helpful to include input from those community members to better understand their needs and any issues related to the successful implementation of new programs. For example, communities are often able to define and communicate their needs easily and straightforwardly, such as the necessity of more public transportation or a community center.

Other times, they may be less straightforward, reflecting individual or community distrust or skepticism. For example, a parent may have concerns about the intent of government service delivery organizations when they are required to complete initial registration paperwork. Thus it is critical for service delivery organizations to develop strong, trusting relationships with community members as early as possible when conducting community needs assessments and developing new service delivery options.

Needs assessments often involve a combination of internal and/or external data collection. The following section describes both types of needs assessment activities.

Collecting internal data

An internal needs assessment focuses inward, collecting data directly from the community and its population subgroups. It typically involves several steps:

Planning. In the planning phase, the organization first assigns key personnel to manage the process. Next, it identifies unmet community needs and sets priorities and goals for better understanding and addressing those needs. The organization then coordinates specific data collection activities.

Collecting data. An organization may elect to use a variety of data collection approaches. Indeed, inward-focused needs assessments can vary in how formal or scientifically rigorous they are. They also may vary in which mode(s) they use to collect information, for example, phone calls; online, mail, or in-person surveys; one-on-one interviews; focus groups; public community forums, etc.

Analyzing data. The organization analyzes and summarizes the data it collected, in order to identify the community's key needs.

Developing an action plan. The organization must consider not only the key needs identified but also whether the organization's current and potential capabilities and resources can meet them. Among a range of possible solutions, organizations may choose the best ones considering a variety of criteria—cost, feasibility, stakeholder buy-in, difficulty of addressing the needs, and risk of ignoring the needs.

The action plan should outline specific next steps, including a rationale, timelines, and required resources.

Accessing external data

Existing ("secondary") publically available data also can be important in conducting a needs assessment for a diverse community. This type of needs assessment looks at data that have been collected in prior research studies or administrative data systems such as Census data on the characteristics of the community and/or community members.

Within this existing data, an organization may find useful summaries of issues relevant for guiding decisions about serving the target population, such as demographics, population density, education, health, marriage, poverty, and income inequality. Often child and family data are available at the local, state, and national levels, making it possible for organizations to gain a comprehensive understanding of the community's challenges and whether these challenges have increased or subsided over time. Organizations can use these data to identify key needs to be addressed through programs and services provided.

Existing data can also inform *how* and/or *where* organizations provide services to diverse communities. For example, descriptive summaries can highlight differences in how families and children access services based on their geographic region, race/ethnicity, or income. Descriptive data might also reveal outcomes an organization might target with new programming for particular subgroups of the population. Such outcomes can include academic success, health and well-being indicators, incarceration rates, child abuse and neglect, and others. An organization can use these data to identify the most important needs for the population of interest and as an aid in developing services that are more culturally responsive.

Identifying data sources. Organizations that want to use existing data have several options. First, they could explore online resources that are specifically designed to help synthesize local, state, and national data sets for programmatic and policy audiences. Many resources summarize existing data according to topic area, population subgroup, and geographic region. Often these summaries are available in multiple, easily understood formats, including maps, bar charts, rankings, and tables. In addition, some resources cite or link to relevant publications or reports related to the data sets. Organizations may even find regional resources that summarize existing data specific to their geographic location.

Analyzing data sets. Some trend data for specific topics may not be summarized in a report or online resource. Organizations that want to understand such data may download them and conduct their own analyses, and several websites listed in the table below can facilitate this endeavor. For example, some CBOs may be interested in better understanding the changing racial/ethnic composition of communities in order to ensure that the staffing within their organizations match changing demographics. Some of these resources may catalog available data sources and provide useful search features (e.g., keyword, topic area, geographic region) to identify the most relevant and useful data sets.

Identifying an analysis partner. Community-based organizations—and even some experienced researchers—may find downloading and analyzing raw data an overwhelming task. Organizations that don't feel equipped might consider contacting researchers in nearby universities, colleges, or research organizations. Documentation accompanying an existing data set typically identifies a contact person, such as the lead researcher who was responsible for overseeing the original data collection activities. Organizations can get useful guidance on how to locate and develop a collaborative relationship with an external research partner in resources such as *The Program Manager's Guide to Evaluation,* provided in Table 3.

Resources and tools

Table 3 provides descriptions of resources providing guidance for: (1) conducting internal needs assessments; and (2) using existing data to conduct an external needs assessment.

Table 3. Resources for conducting a needs assessment

Resource	Description
Resources for internal needs assessments	
A Guide to Assessing Needs: Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results The World Bank (Watkins, Meiers, and Visser), 2012	• Provides guidance on the planning and decision-making involved in conducting a needs assessment. • https://openknowledge.worldbank.org/bitstream/ handle/10986/2231/663920PUB0EPI00essing09780821388686.pdf?sequence=1
Assessing Community Needs and Resources The Community Tool Box, University of Kansas	• Describes how to conduct a needs assessment of community needs and resources. • Focuses on how to identify and define a community, and provides guidelines for conducting interviews and surveys, using qualitative methods to assess community issues, and identifying community assets and weaknesses. • http://ctb.ku.edu/en/assessing-community-needs-and-resources
A Community Action Guide to Comprehensive Community Needs Assessments National Association for State Community Services Programs, 2011	• Describes how to conduct a needs assessment, including tips for creating the timeline, data collection design, budget, staff selection, and creating a final report. • http://www.nascsp.org/data/files/CSBG_Resources/Train_Tech_Assistance/Needs_ Assessment_FINAL_-_8.22_print_to_pdf.pdf
A Developmental Approach to Child Welfare Services for Infants, Toddlers, and Their Families: A Self-Assessment Tool for States and Counties Administering Child Welfare Services ZERO TO THREE, 2012	• Provides guidance to help states and counties both prepare to meet federal requirements and conduct ongoing assessment and quality improvement efforts. • Helps states and counties to assess how well their child welfare policies and practices address the developmental needs of infants, toddlers, and their families; identify where and how policies and practices can be improved; and engage partners in taking constructive action. • https://www.zerotothree.org/resources/217-a-developmental-approach-to-child-welfare-services-for-infants-and-toddlers
Migrant Education Comprehensive Needs Assessment Office of Migrant Education, U.S. Department of Education	• Provides information about how conduct a needs assessment, including definitions, steps in the needs assessment process, and an outline of potential program requirements. • https://www2.ed.gov/admins/lead/account/comprehensive.html
Early Childhood Needs and Resources Community Assessment Tool National League of Cities, 2006	• Describes an assessment tool for early childhood needs and resources designed to help community leaders gain a better understanding of how young children and their families are faring. • http://www.nlc.org/Documents/Find%20City%20Solutions/IYEF/Early%20Childhood/ early-childhood-community-assessment-tool-2006.pdf
Assessing Community Strengths and Needs Child Welfare Information Gateway	• Provides a range of resources focused on assessing community strengths and needs using various approaches such as compiling demographic data from census records, surveys, and partners' responses to questions about the community they serve. • Includes state and local examples. • https://www.childwelfare.gov/topics/preventing/developing/assessing/

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Table 3 cont. Resources for conducting a needs assessment

Resource	Description
Conducting a Community Assessment Compassion Capital Fund National Resource Center, 2010	• Provides an overview and rationale behind conducting a community needs assessment. • Describes additional resources and examples of a data collection plan, and templates for planning responses to findings from your needs assessment. • http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf
Shifting Focus: Alternative Pathways for Communities and Economies; A Resource Kit Latrobe City and Monash University (Cameron and Gibson), 2001	• Describes a community partnering process that involves working collaboratively with people who have been marginalized to assist them in building community-based projects. • Includes examples of how positives can be found in negative situations, and will assist communities to establish micro-economic communities in their local area using people as their major resource. • http://www.abcdinstitute.org/docs/ABCDResourceKitIntro.pdf
Resources for using existing data	
Data Tool: Unpacking Hispanic Diversity National Research Center on Hispanic Children & Families	• Interactive data tool that demonstrates how to understand the diversity of Hispanic populations according to national surveys, including questions about citizenship, literacy, heritage, and more. • http://www.hispanicresearchcenter.org/resources/data-tool-unpacking-hispanic-diversity/
Online Data Tools for Exploring Local Demographics: A Focus on Hispanics National Research Center on Hispanic Children & Families, 2016	• Summarizes key characteristics of 10 online tools to obtain estimates of local Hispanic populations. • Includes information about how well each tool allows users to document the diversity (in nativity, English proficiency, etc.) within the Hispanic population. • http://www.hispanicresearchcenter.org/?publications=online-data-tools-for-exploring-local-demographics-a-focus-on-hispanics
Making National Data Local: Using American Factfinder to Describe Local Hispanic Communities National Research Center on Hispanic Children & Families, 2016	• Describes how individuals can use the U.S. Census Bureau's American FactFinder tool to get data from the American Community Survey (ACS) for their local area. • Includes illustrative examples of how to use the American FactFinder to answer questions in two selected U.S. counties. • http://www.hispanicresearchcenter.org/?publications=making-national-data-local-using-american-factfinder-to-describe-local-hispanic-communities
Using Existing Large-Scale Data to Study Early Care and Education among Hispanics: How Hispanic Parents and Children Experience ECE Settings National Research Center on Hispanic Children & Families, 2016	• Provides an inventory and critical assessment of data elements related to early care and education search, access, decision-making and utilization that have been measured in 12 large-scale, publicly available data sets with sizable Latino samples. • http://www.hispanicresearchcenter.org/?publications=using-existing-large-scale-data-to-study-early-care-and-education-among-hispanics-how-hispanic-parents-and-children-experience-ece-settings
Data Tool: Early Care and Education Search and Decision-Making National Research Center on Hispanic Children & Families	• Interactive data tool that allows researchers to explore data sets around Hispanic participation in early care and education programs. • Allows users to identify and understand the early care and education preferences, priorities, and decision-making among Hispanic families. • Provides the survey instruments used in the studies included in the review. • http://www.hispanicresearchcenter.org/resources/data-tool-early-care-and-education-search-and-decision-making/

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Table 3 cont. Resources for conducting a needs assessment

Resource	Description
ECE Utilization among Hispanic Families—Interactive Data Tool National Research Center on Hispanic Children & Families	• Allows researchers to explore the data elements present or absent in the data sets reviewed in the above brief series: "Using Existing Large-Scale Data to Study Early Care and Education among Hispanics." • Gives users the capability to explore national surveys and see which include questions about care arrangements, provider type, financial assistance, and more. • Provides access to the survey instruments used in the studies included in the review. • http://www.hispanicresearchcenter.org/resources/interactive-data-tools/
National Equity Atlas PolicyLink and the USC Program for Environmental and Regional Equity (PERE)	• Provides a comprehensive resource for data to track, measure, and make the case for inclusive growth in America's regions and states, and nationwide. • Contains data on demographic change, racial and economic inclusion, and the potential economic gains from racial equity for the largest 100 cities, largest 150 regions, all 50 states, and the United States as a whole. • http://nationalequityatlas.org/
DataBank by Life Stage Child Trends	• Examines on an ongoing basis more than 100 indicators of risks and positive development for children at the local, state, and international levels by life stage (infants, young children, adolescents, etc.). • http://www.childtrends.org/databank-indicators/databank-by-life-stage/
Interactive Maps Urban Institute	• Uses interactive maps to visualize data based on various demographics throughout the United States, including maps such as "Our Changing City: Demographics" and "Mapping America's Future" • http://www.urban.org/research/data-methods/interactive-maps
Public Policy Institute of California – Topics	• Provides in-depth reports tracking economic, political, and demographic trends to inform and improve public policies in California. • This website includes searchable data by topic, has videos on key topics, and identifies policy experts based on your interests. • http://www.ppic.org/main/policyareas.asp
Kidsdata.org Lucile Packard Foundation for Children's Health	• Provides data on the health and well-being of children in California, including data in easily accessible tables, graphs, and maps. • http://www.kidsdata.org/
ICPSR Institute for Social Research, University of Michigan	• Provides a catalog of available social and behavioral research data sources, which can be searched by keyword, topic area, geographic region, etc. • Includes data set descriptions (including manuals, citations, and links) and information on how to access data sets, links to download data files, and citations for related publications. • http://www.icpsr.umich.edu/index.html
NCES Data Tools National Center for Education Statistics (NCES), U.S. Department of Education	• Provides access to download NCES data sets and produce summary tables of national assessments and other descriptive education statistics. • https://nces.ed.gov/datatools/index.asp?DataToolSectionID=4
National Data Archive on Child Abuse and Neglect (NDACAN) Cornell University	• Includes a collection of data from leading researchers and national data collection efforts focused on child welfare and child abuse and neglect. Data sets are available to the research community for secondary analysis. • Provides data analysis opportunities to researchers through conference workshops and its annual Summer Research Institute • http://www.ndacan.cornell.edu/

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Table 3 cont. Resources for conducting a needs assessment

Resource	Description
CDC Data and Statistics Centers for Disease Control and Prevention (CDC)	• Provides data and statistics on a range of health-related topics at the national and state levels. Many indicators can be presented separately for different racial/ethnic groups, as well as trends over time. • https://www.cdc.gov/DataStatistics/
Diversitydatakids.org Institute for Child, Youth, and Family Policy, The Heller School, Brandeis University	• Monitors the state of well-being, diversity, opportunity, and equity for U.S. children. Includes an extensive database of maps containing data at the county and state levels, sorted by metro area, city size, and school district area. • http://www.diversitydatakids.org/
Kids Count Data Center Annie E. Casey Foundation	• Provides local, state, and national trend data by location and topic area. • Produces research publications on relevant policy topics such as poverty, health, and families. • http://datacenter.kidscount.org/
QuickFacts United States Census Bureau	• Census data summarized by topic area and/or location, in the form of tables, maps, and charts. • http://www.census.gov/quickfacts/table/PST045215/00
Healthy City, Data Room Advancement Project	• Provides data and mapping tools on sources such demographic population data, economy, health, and housing for the state of California. • http://www.healthycity.org/c/chart#/report/[]/rank/[0,0,0,0,1,0]/yk/20160506123610429
Migration Data Hub Migration Policy Institute (MPI)	• MPI's Data Hub provides analysis, development, and evaluations of migration and refugee policies at local, national, and international levels. • Provides interactive maps of immigrant populations by country and region of birth. • http://www.migrationpolicy.org/programs/migration-data-hub
The Program Manager's Guide to Evaluation, 2nd Edition Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2010	• Provides advice on locating and developing a collaborative relationship with external research partners. • Describes the best sources for specific evaluation data, and defines research terms that are common in existing data sources. • http://www.acf.hhs.gov/sites/default/files/opre/program_managers_guide_to_eval2010.pdf
American Community Survey (ACS): Handbook of Questions and Current Federal Uses U.S. Census Bureau, 2014	• Provides an overview of the questions asked in the American Community Survey. • Explains why these questions are asked, which estimates are created from the answers, and how organizations use these estimates to conduct a needs assessment. • http://www.census.gov/programs-surveys/acs/operations-and-administration/2014-content-review/federal-uses.html
Why Program Assessment Matters Family Resource Information, Education, and Network Development Service (FRIENDS)	• Provides an overview of program assessment—a process of actively engaging in self-evaluation and utilizing the findings to inform and improve planning and implementation of program activities. • Describes how to integrate family support and strengthening principles and protective factors into an organization's daily operations, training, service delivery, and community-level work. • https://friendsnrc.org/program-assessment/why-program-assessment-matters

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4. Measurement Considerations for Diverse Populations

There are many measurement considerations related to developing and delivering interventions. In particular, many community-based service organizations are required by their sponsors or funders to collect information that can be used for accountability and/or reporting.

Organizations that want to measure or quantify anything related to service delivery (e.g., program fidelity, buy-in, satisfaction) and outcomes (e.g., parent attitudes, children's academic progress) may find selecting the appropriate measures or measurement approaches to be challenging when dealing with diverse populations.

This chapter describes four aspects of measurement that an organization must pay careful attention to: (1) **cultural and linguistic appropriateness**; (2) the measure's technical construction; (3) its **sensitivity** to detecting change over time and change in response to interventions; and (4) the specific **training and administration** requirements for different measures and measurement approaches.

Cultural and linguistic appropriateness

Organizations must consider whether the surveys, interviews, or other measures, such as standardized assessments, they select are sensitive to the cultural and linguistic differences of the populations of interest. In other words, were the measures specifically developed for or adapted in ways that take into account the target population's particular cultural and/or linguistic characteristics, including any regional and/or dialectical differences?

Many existing resources (e.g., *Assessing Spanish-English Bilingual Preschoolers* and *Instrument Development* in Table 4) provide guidance for program staff making decisions about the selection of relevant measures. These resources address questions such as the following:

- For versions of a measure that were translated or adapted from English or developed initially in Spanish or another language, how were they developed (e.g., translation approaches, cultural adaptations, simultaneous item development across both languages)?

- Did the developers of the measure take into consideration how a particular cultural group may be different from the dominant culture (e.g., communication patterns, family roles, gender roles, religious views, other culturally based beliefs and practices)?

- After translation, did the developers examine whether the items conform to semantic or content equivalents?

- Did the developers consider variations in languages and dialects (e.g., regional or national differences in the Spanish language; Mexican vs. Puerto Rican Spanish dialects)?

- Did they consider a respondent's level of language proficiency (e.g., a limited vocabulary, little formal education), as well as general literacy levels (e.g., written versus oral items and responses)?

- If applicable, have the developers examined the measure's psychometric properties (e.g., reliability factor structures) for the key subgroups of interest?

- Does the measure show strong validity, especially predictive validity (e.g., for later academic success or functioning in either language or both languages (English, Spanish, or another language), and/or for different subgroups (e.g., recent immigrants vs. more acculturated immigrants)?

Normative population – the population for whom the measure was developed

When approaching the use of a measure for your population, community-based service providers need to account for the population on which the measure was tested. This will help determine the relevance of the findings to their program's specific

target groups. Community-based service organizations should consider how any given survey, interview, or other measure has been developed, tested, and/or calibrated or "normed" against the performance of individuals from a particular population (e.g., all students or English-language learners), and then determine whether that population is similar enough to the targeted population of interest.

For instance, an organization whose program targets primarily low-income, Spanish-speaking Latino children may not want to use a measure whose comparative or normative data came from a representative sample of U.S. children across all income levels, racial/ethnic groups, and regions. Such norming would yield some information about how the children that the program targets compared with children nationally, but it might not help the organization determine where its targeted children stand compared with what could be expected from low-income, Spanish-speaking Latino children not served by the program.

Thus, some of the key questions an organization should ask when deciding on measures include:

- Have the selected measures been developed, tested, and/or normed on the specific population of interest to your program?

- Were the various subgroups of the comparative/norming sample large enough in size for the given data analyses, and how representative of the targeted subgroup were they?

- What was the variability of the language characteristics within of the comparative/norming sample? For example, with measures normed with a Spanish-speaking normative sample, were they bilingual, predominately monolingual Spanish-speakers or was there a range of language abilities represented?

The resources in Table 4 provide guidance on how to answer these kinds of questions and help programs in the selection of the most appropriate measures for the particular population they serve.

Sensitivity

For a measure to be *sensitive* means that it is able to detect change over time in a given area of functioning and/or change in response to interventions. For example, a program may want to select a set of language and literacy measures to use when measuring the results of a classroom-based literacy program that is being implemented in preschool centers.

This is important because sometimes a measure might not be sensitive enough to detect variation in response to an intervention, including with culturally and linguistically diverse populations. For example, there might be a "floor effect" on a given language measure administered in English to young Latino children from families where English is not spoken at home, because they may be more likely than English speaking children not to be able to progress beyond the first few items on the measure. Similarly, a measure of parenting practices might not be sensitive enough to pick up on culturally based differences in parenting practices, such as the expression of warmth or support for autonomy, in Hispanic versus non-Hispanic families.

Prior to deciding to use a particular measure, organizations should determine if the measure has detected similar effects with similar populations in previous research. One way of doing that is to consult the technical manual for the measure, or contact the developers of the measures, if necessary—to check for potential sensitivity issues and/or prior use with similar populations.

Administration method

Pay close attention to the issues associated with administering different measures, particularly to a culturally and linguistically diverse population.

Language of administration. An organization administering an interview or survey should use the respondents' native language, or at least include a process to determine in which language or languages are they most proficient, as well as their literacy level. This is important to ensure that the respondents clearly understand the items and that information gathered is correct.

Assessing children is even more complex. Determining the best language of administration often depends on the child's overall language abilities and the measure's specific items, along with the particular question(s) of interest to the program. For instance, if a program wants to measure a child's total vocabulary or related language abilities across languages, the best choice might be to assess the child separately in the native language and in English. However, if the goal is to measure how well a child from a non-English-speaking family might perform in an English-only classroom, then it may be appropriate to administer a measure in English only.

Administration preparation. The following are questions that should be addressed regarding preparation to administer measures to culturally and linguistically diverse populations:

- Who can/will administer assessments, surveys or other measures (e.g., program staff vs. outside assessor) and for what purpose (e.g., internal program improvement, accountability to funder)?

- What levels of education and experience are necessary for assessors?

- How much training and time for training are needed?

- Must assessors share the linguistic and/or cultural background of the respondents (e.g., same race/ethnicity, gender, native language)?

- What are the potential rater effects with teacher-administered measures? ("Rater effect" refers to the possibility that teachers' subjective impressions may influence the resulting scores on the measure, in addition to the child's actual performance.)

Resources and tools

Table 4 provides descriptions of resources that may guide your organization's selection of measurement and measures.

Table 4. Resources for measurement and measure selection

Resource	Description
Making the Most of Assessment: What Every Practitioner Should Know about Assessing Young English Language Learners First 5 LA, (n.d.)	• Provides early childhood practitioners and professionals with basic information about different assessment approaches, particularly for young English language learners, and issues to consider such as familiarity with testing and comfort in working with adults. • http://www.first5la.org/files/Assessmentconsumerguide.pdf
Assessing Spanish-English Bilingual Preschoolers: A Guide to Best Approaches and Measures Barrueco et al., 2012	• Provides descriptions of some of the most appropriate measures and measurement approaches when assessing young dual language children. • http://products.brookespublishing.com/Assessing-SpanishEnglish-Bilingual-Preschoolers-P156.aspx
Assessment Considerations for Young English Language Learners across Different Levels of Accountability Espinosa and López, 2007	• Discusses changing demographics of a population of young children and the rise of linguistic diversity in early education settings, including considerations for different assessments and measurements. • http://www.buildinitiative.org/portals/0/uploads/documents/resource-center/diversity-and-equity-toolkit/assessment%20for%20young%20ells-pew%208-11-07-final.pdf
Spanish-Language Assessments for Dual Language Programs Center for Applied Linguistics (Sugarman et al.), 2007	• Contains descriptions of assessments that may be appropriate for use in dual language programs, including recommendations of which test to use. • http://www.cal.org/twi/assessments.pdf
Examining the Use of Language and Literacy Assessments with Young Dual Language Learners Center for Early Care and Education Research – Dual Language Learners (Bandel et al.), 2012	• Provides descriptions of different procedures and measures used to assess dual language learner children. • Includes a description of the psychometric properties of different measures. • http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/news/CECER-DLL_AssessingDLLs-FinalReport_0.pdf
Instrument Development: Cultural Adaptations for Ethnic Minority Research Bravo, 2003	• Discusses how measures are adapted to be equivalent across groups assessed. • http://sk.sagepub.com/reference/hdbk_racialpsych/n12.xml

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5. Collaboration Through a Diversity Lens

Collaboration with individuals or other organizations, particularly those with complementary areas of expertise, can help an organization be culturally responsive to the needs of the communities in which it works. In addition, many funding announcements require organizational collaboration.

For example, a small community-based organization with experience serving Hispanic families might want to develop a collaborative partnership with a research organization to strengthen their respective efforts. In this example, the community-based organization could draw upon the technical expertise of the research organization for collaborative support with activities such as a needs assessment or an evaluation of the effectiveness of their program services on the targeted child and/or family outcomes of interest.

Resources and tools

Table 5 provides descriptions of resources relevant to developing collaborative relationships.

Table 5. Resources for collaboration tools

Resource	Description
Improving Cultural Competence: A Treatment Improvement Protocol (TIP 59) U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, 2014	• Examines the importance of collaborating with community-based organizations for reasons such as reaching larger numbers of underserved populations, greater funding opportunities, and increased types of services that can be provided. • Includes explanations of the importance of collaborating with clients in various aspects of data collection, assessments, and treatment planning to assist in providing culturally responsive evaluations (Chapter 3, page 60). • https://www.ncbi.nlm.nih.gov/books/NBK248428/pdf/Bookshelf_NBK248428.pdf
Building Culturally & Linguistically Competent Services to Support Young Children, Their Families, and School Readiness Annie E. Casey Foundation, 2004	• Includes a self-assessment checklist of the importance of collaborations and partnerships. • http://www.aecf.org/m/resourcedoc/AECF-BuildingCulturallyLingusticallyCompetentServices_2004.pdf
Strengthening Nonprofits: A Capacity Builder's Resource Library Compassion Capital Fund National Resource Center	• Includes guidance on how to decide if it is important and/or necessary to collaborate with other partners. • http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf
Cultural Competence in a Multicultural World; Multicultural Collaboration The Community Tool Box, University of Kansas	• Provides definitions of multicultural collaboration and guidelines to establishing those types of partnerships. • http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/multicultural-collaboration/main

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6. Workforce Diversity—Organizational and Staffing Capabilities

To deliver culturally competent social services to an increasingly diverse population, community-based organizations must have the appropriate workforce. In particular, programs need to hire workers who are bicultural and/or bilingual in Spanish and other languages that correspond to the populations they serve.

As with needs assessments, the importance of workforce diversity is reflected in funding announcements that encourage or even require applicants to provide **evidence of culturally responsive practices** including those related to the background and experience of staff. Below is an excerpt from another DHHS announcement, this time from the Health Resources and Services Administration:

> When applicable, biographical sketches should include training, language fluency and experience working with the cultural and linguistically diverse populations that are served by their programs. …
>
> Wherever appropriate, describe a plan to recruit and retain key staff with demonstrated experience serving the specific target population and familiarity with the culture and language of the particular communities served. Describe the program or institution's strategic plan, policies, and initiatives that demonstrate a commitment to serving the specific target population and familiarity with the culture and literacy level of the particular target group. Present a summary of specific training, and /or learning experiences to develop knowledge and appreciation of how culture and language influences health literacy improvement and the delivery of high quality, effective and predictably safe healthcare services.[8]

Resources and tools

Table 6 includes resources about how organizations can ensure that their proposed staff have the relevant background, training, and/or experience to competently address cultural and/or linguistic diversity.

Table 6. Resources for organizational and staffing capabilities

Resource	Description
Improving Cultural Competence: A Treatment Improvement Protocol (TIP 59) U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, 2014	• Includes how to determine the most appropriate workforce and staff to fit the needs of the population that you want to serve. • https://www.ncbi.nlm.nih.gov/books/NBK248428/pdf/Bookshelf_NBK248428.pdf
A Community Action Guide to Comprehensive Needs Assessments National Association for State Community Services Programs, 2011	• A resource guide to conducting needs assessments. • Focuses on how to create a timeline (page 32), plan data collection (page 19), a budget (page 32), staff selection (page 32), and creating a final report (page 39). • http://bit.ly/2krotjX
English Learner Tool Kit Office of English Language Acquisition, U.S. Department of Education, 2016	• Links to a resource guide to support state and local education agencies in meeting the guidelines to support English learners (ELs). Key features include guidelines to recruiting, developing, and retaining educators for EL program models (Chapter 3). • https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

7. Budgeting—The Cost of Responsiveness to Serving Diverse Populations

All topics addressed here have budget implications for community-based organizations seeking to respond to the needs of diverse populations. Funding announcements may even require an applicant to specifically address issues related to cultural responsiveness in its proposed budget. For example, a funding announcement might encourage applicants to include activities that are relevant to issues associated with serving diverse populations. These activities will have associated costs (e.g., staffing, training, or related resources and materials). Again borrowing from the Health Resources and Services Administration funding announcement quoted in Section 6, applicants received the following instruction:

> Applicants may include the **cost of access accommodations** as part of their project's budget, including … cultural/linguistic competence modifications such as use of cultural brokers, translation or interpretation services at meetings, clinical encounters, and conferences, etc.[8]

Resources and tools

Table 7 includes resources that provide useful guidance on how applicants can address budgetary implications associated with serving increasingly diverse populations.

Table 7. Resources for budgeting

Resource	Description
A Community Action Guide to Comprehensive Needs Assessments National Association for State Community Services Programs, 2011	• A resource guide to conducting needs assessments. • Focuses on how to create a timeline, plan data collection, a budget, staff selection, and creating a final report. • http://bit.ly/2krotjX

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