

Slide 1 Talking Points

Format of the Cultural Competence presentation:

Total Presentation is 16 slides

The presentation follows in the order of the Request for Proposal (RFP)

Setting the tone:

This is a collaborative presentation in partnership with the Sonoma County – Mental Health Division (MHD), Community Action Partnership and Sonoma County - NAACP to assist applicants with the submission of proposals.

Acknowledgments:

Thank You to Rita Scardaci , Mike Kennedy, the MHD staff and First 5 Commission;

For including cultural competence as a performance measure to increase access to Prevention and Early Intervention (PEI) mental health services and supports money.



Technical Assistance Workshop Goal

To support the Sonoma County Mental Health goal of improving access and reducing disparities through the delivery of culturally competent Prevention and Early Intervention programs.



Technical Assistance Workshop Objectives

1. Review RFPs and identify some of the areas to address cultural competence in your proposal.
2. Develop a shared understanding of the definition of cultural competence.
3. Explore questions to consider when responding to cultural competency in your proposal.

Slide 3 Talking Points

For the purpose of this RFP, we will use the definition cultural competence that will be applicable through out the context of each proposal in Section 2 #5.

This presentation is formatted to present a series of self assessment questions that may assist you in identifying your organization's strengths and highlight areas needing to be addressed in order to meet the RFP qualifications.

These questions do not represent RFP requirements



PEI RFP Sectional I:
#2 Minimum Qualifications

E. Experience delivering culturally and linguistically appropriate services in ways that account for non-traditional experiences and perspectives or demonstration of ongoing efforts to build organizational capacity to do so.

Slide 4 Talking Points

Building organizational capacity should improve performance and enhance your ability as an organization to meet the objectives of the PEI plan and achieve its overall mission.



Minimum Qualifications: Questions to Consider

- How do we respond to the history and interpersonal dynamics related to culture, race, ethnicity, age, gender, sexual orientation, physical ability, and socio-economic class?
- Do we have the current capacity to effectively implement services to a diverse community?
- What knowledge, skills and abilities may our organization need to obtain in order to meet the minimum qualifications?



PEI RFP Section 2:
#5 Cultural Competence

Definition

“...accessible to all linguistic, cultural, and ethnic communities, and services will be offered in ways that account for diverse cultural and ethnic experiences and perspectives.”



PEI RFP Sectional 2: #5 Cultural Competence

Essential Characteristics

1. Culturally, ethnically, and linguistically appropriate;
2. Peer influenced, peer involved in implementation of programs;
3. Staffing which reflects the community served.

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Note: You may consider clearly articulating how your organization meets these qualifications either through existing services, organizational capacity building or through strategic partnerships.



Essential Characteristics: Questions to Consider

- How is our organization accessible to our target population?
- How does our organization outreach and engage our target population in the implementation of our programming?
- Where can our staff receive additional training or support to meet this requirement?



Prevention and Early Intervention
RFP Scoring Guidelines
(Attachment C)

Attachment C
 Sonoma County DHS/Mental Health Division
Prevention and Early Intervention RFP Scoring Guidelines

Selection Criteria	Standard for Measurement: scale of from 1 – 5: <i>1: Does not meet criteria ; 3: Moderately meets criteria – minimal specifics; 5: Clearly/specifically meets criteria</i>	Possible Points	Score	Comment
1. Community Collaboration	1) Did the applicant demonstrate capacity to leverage linkages to relevant public agencies (e.g. school districts, health centers, etc.)? 2) Do the proposed interventions and activities promote continuity of care through linkages or involvement in collaborations? 3) Did the applicant provide Letters of Intent to participate that document linkages and capacity to leverage continuity of care?	1-5		
2. Leveraged Resources	1) Does the applicant provide cash match, in-kind contribution or other participation from the organization? 2) Does the applicant demonstrate readiness to implement PEI programs by training staff and covering release time, creating supportive policies, and/or additional supports that allow for timely implementation of the proposed project including but not limited to: a. Use of facilities and other resources b. Coordinating existing prevention programs with newly funded early intervention programs	1-5		

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Note the standards of measurement and points possible for each of the 12 selection criteria on the Scoring Guidelines.


Selection Criteria	Standard for Measurement: scale of from 1 – 5: <i>1: Does not meet criteria ; 3: Moderately meets criteria – minimal specifics; 5: Clearly/specifically meets criteria</i>	Possible Points	Score	Comment
3. Cultural Competence				
a. Commitment to Culturally Competent Services	1)Is there a clearly articulated understanding of and commitment to providing culturally competent services?	1-5		
b. Access standards and strategies for each proposed target population: Latino/a, African American, Asian/Pacific Islander, Native American, LGBTQ	1)Does the applicant describe access standards and strategies to ensure that each of the following population specific populations will be adequately reached and served: Latino/a, African American, Asian/Pacific Islander, Native American, LGBTQ?	1-5		
c. Performance Measures	1)Has the applicant defined performance measures that address the following: <ul style="list-style-type: none"> •Culturally and linguistically appropriate services •Staffing that reflects the community served •Location of services •Accessible by public transportation •Hours of service 	1-5		
4.Best Practice Models (Outcomes-Based Program Design)	1)Are proposed projects based on promising or evidence-based practices? 2)Did the applicant demonstrate a commitment to shared outcomes among collaborative partners and capacity to conduct evaluation and quality improvement? 3)How significant are the proposed outcomes that have been identified? 4)Does the applicant demonstrate best or promising practice for working with people and communities of color?	1-5		

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The highlighted sections on this and the following slides of the selection criteria specifically address services to diverse populations.

Selection Criteria	Standard for Measurement: scale of from 1 – 5: <i>1: Does not meet criteria ; 3: Moderately meets criteria – minimal specifics; 5: Clearly/specifically meets criteria</i>	Possible Points	Score	Comment
5. Individual/Child/Youth and Family Driven Programs	1)How are consumers involved in design and implementation of programs? 2)Is there a consumer-centered choice in the types of services developed and offered?	1-5		
6. Wellness Focus	1)How well is the proposed project designed to emphasize health habits that support wellness? 2)For youth programs: Did the applicant demonstrate an understanding of the developmental standards adopted by the Sonoma County Office of Education? To what extent were these standards incorporated into the project design?	1-5		
7. At-Risk Populations	1)Do the applicant's services primarily target at-risk people of color? 2) Do the applicant's services aim to keep people out of the criminal justice system?	1-5		
8. Integrated Service Experience for Individuals and Their Families	1) How well is the collaboration designed? Did the applicant provide sufficient detail on how multiple systems will work together to serve clients, strengthen and build capacity including the use of multi-disciplinary teams and providing service access? 2) Is it likely to be effective in developing and strengthening prevention services across the participating systems/agencies?	1-5		

Selection Criteria	Standard for Measurement: scale of from 1 – 5: 1: Does not meet criteria ; 3: Moderately meets criteria – minimal specifics; 5: Clearly/specifically meets criteria	Possible Points	Score	Comment
9. Expanding Capacities of Organizations Serving People of Color	1) Are services tailored to meet the cultural and linguistic needs of people of color?	1-5		
10. Expanding linkages with new Community Partners and Community Organizations serving minority populations.	1) Is this the first contract with the Mental Health Division? 2) Does the applicant primarily serve the needs of communities of color?	1-5		
11. Access for low income communities	3) Does the applicant primarily target individuals who live in low-income neighborhoods?	1-5		
12. Commitment to serving diverse communities	4) Does the ethnic/racial diversity of the staff of the organization reflect the ethnic/racial diversity of the community and the people served?	1-5		



County of Sonoma - Health Services
Mental Health Division

Defining Our Target Population

- What methods has our organization used in determining the target population for our PEI services?

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Here are be some examples (not RFP requirements) of cultural competent services that may assist you in evaluating your organizational capacity to deliver services to your specific target population

- Identified an unmet need
- Unduplicated program model
- Needs Assessment
- Focus groups
- Demographic Study
- Peer influenced structure
- Geographic Study
- Best Practice/Promising Practice/Emerging Practice

County of Sonoma - Health Services
Mental Health Division

Strategies to Outreach and Engage the Target Population

- How does our organization successfully outreach to our target population?

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Here are be some examples (not RFP requirements) of cultural competent outreach and engagement strategies that you may consider that could assist you in evaluating your organizational capacity to deliver services to your specific target population

- Outreach materials
- Bilingual staff
- Participation in community events
- Advisory group
- Peer Influenced
- Individual/Family Centered
- Technology/media
- Engagement in leadership
- Community coalitions
- Faith-based partnerships
- Diverse Boards



Opportunities for Community Collaborations

- What types of opportunities has our organization identified for partnerships with other groups or organizations to enhance our services?

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Examples (not RFP requirements)

- Collaborative proposals
- awareness of other agencies;
- referrals to or from other SCMHD-funded PEI contract agencies;
- exchanges of funds or other materials and/or resources;
- new MOUs (memoranda of understanding) or other written agreements;
- co-location of services and/or staff;
- overall satisfaction with the agency relationship



Developing Performance Measures

1. How does our organization improve access to culturally and linguistically appropriate services?
2. How does our organization increase access to community based services?
3. How does our organization increase access to types of services?
4. How does our organization increase access to programs with flexible hours ?

Slide 17 Talking Points

QUESTION #1

EXAMPLES (not RFP requirements)

- access to bilingual staff (program coordinators and line staff), access to bilingual volunteers,
- access to interpretation services when staff is not available who speak the client's language
- providing/supporting ongoing training re culturally based approaches to providing services to diverse cultural populations
- staff with experience providing services to diverse cultural populations
- Use of curricula tailored to meet needs of target population

QUESTION #2

EXAMPLES (not RFP requirements)

- location of services (e.g., providing services at clinics, health centers, community centers, faith-based locations)
- providing services in places where people live, particularly for those living in outlying areas of the county
- facilitating access to transportation services
- providing mobile services
- co-location of services
- services provided in the home

QUESTION #3

EXAMPLES (not RFP requirements)

- Types of services: family-centered; peer counseling; services designed to meet the needs of families, not just individuals
- Type of service definitions could include outreach, education, and referral services for family members including those families members who are at-risk for developing more serious mental health problems
- Peer run and peer support services

QUESTION #4

EXAMPLES (not RFP requirements)

- Weekday mornings/afternoons/evenings
- Weekends/Saturdays
- 24 hour on-call
- 24/7 services
- On-call



Commitment to Culturally Competent Services

- How have we integrated cultural competence into the framework of our organization as we build capacity to meet the needs of a diverse community?
- How will our organization continue to develop the evolving knowledge and skills to work respectfully and effectively with others within a variety of cultural systems?



Please take a brief moment to complete
Questions cards.

Thank you!