

***Cross-Site Report: Organizational Cultural & Linguistic Competency - July 2015  
Five Site Report***

This report presents program evaluation findings of an integrated Juvenile Drug Court: Strategies in Practice (JDC) and Reclaiming Futures (RF) program implemented in five juvenile drug courts in the United States (i.e., the evaluation sites). These sites were awarded 4-year grants by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Substance Abuse and Mental Health Administration (SAMHSA) to implement a JDC/RF program at their juvenile drug courts.

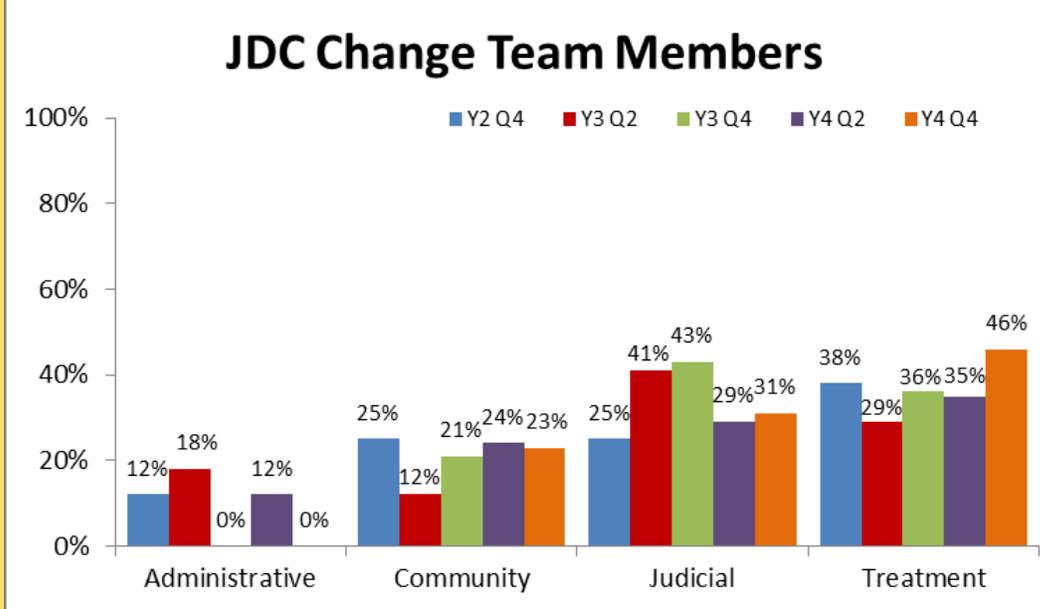
To evaluate the JDC/RF programs, the evaluation team surveyed members of the Drug Court/Change Team (at some sites referred to as Reclaiming Futures Fellows) at each JDC/RF evaluation site about the organizational cultural competency of their JDC/RF program. Because of their central role in the JDC/RF programs, Drug Court/Change Team members should have sufficient contact with the JDC/RF programs and personnel in order to make a knowledgeable assessment regarding the cultural competency of their JDC/RF program.

Every 6 months from the 4<sup>th</sup> quarter of the second year (Y2 Q4) to the 4<sup>th</sup> quarter of the fourth, and final, year (Y4 Q4) of the evaluation sites' OJJDP- and SAMHSA-funded grant periods, 5-7 members of each site's Drug Court/Change Team were asked to complete an online survey concerning the organizational cultural and linguistic competency of their JDC/RF program. The survey contained the Cultural and Linguistic Competence Policy Assessment.<sup>a</sup>

The reported analyses used data only from surveys for which at least 50% of the questions were answered; data from surveys where less than 50% of the questions were answered were excluded from analyses. The resulting analytic sample consisted of survey responses from 9 of 20 (45%) Drug Court/Change Team members invited to take the survey at Y2 Q4, 10 of 18 (56%) members at Y3 Q2; 15 of 30 (50%) members at Y3 Q4; 17 of 32 (53%) members at Y4 Q2; and 13 of 33 (39%) members at Y4 Q4.

***Drug Court/Change Team Members' Involvement and Role in the JDC/RF Program***

- Survey respondents represent four subgroups involved in the JDC/RF programs:  
(1) administrative, (2) community members, (3) judicial/justice, and (4) substance abuse treatment.
- Of the subgroups, the judicial/justice and treatment groups were the most strongly represented across all five quarters of the survey (25%-46% of the respondents).
- Judicial/justice members were more strongly represented in Year 3 as compared to Year 2 and Year 4 quarters (41% and 43% compared to 25%, 29%, and 31%).
- Of survey respondents, administrative professionals were the least represented group in Year 2 Quarter 4 (12%), Year 3 Quarter 4 (0%), Year 4 Quarter 2 (12%), and Year 4 Quarter 4 (0%); community members were the least represented group in Year 3 Quarter 2 (at 12%).

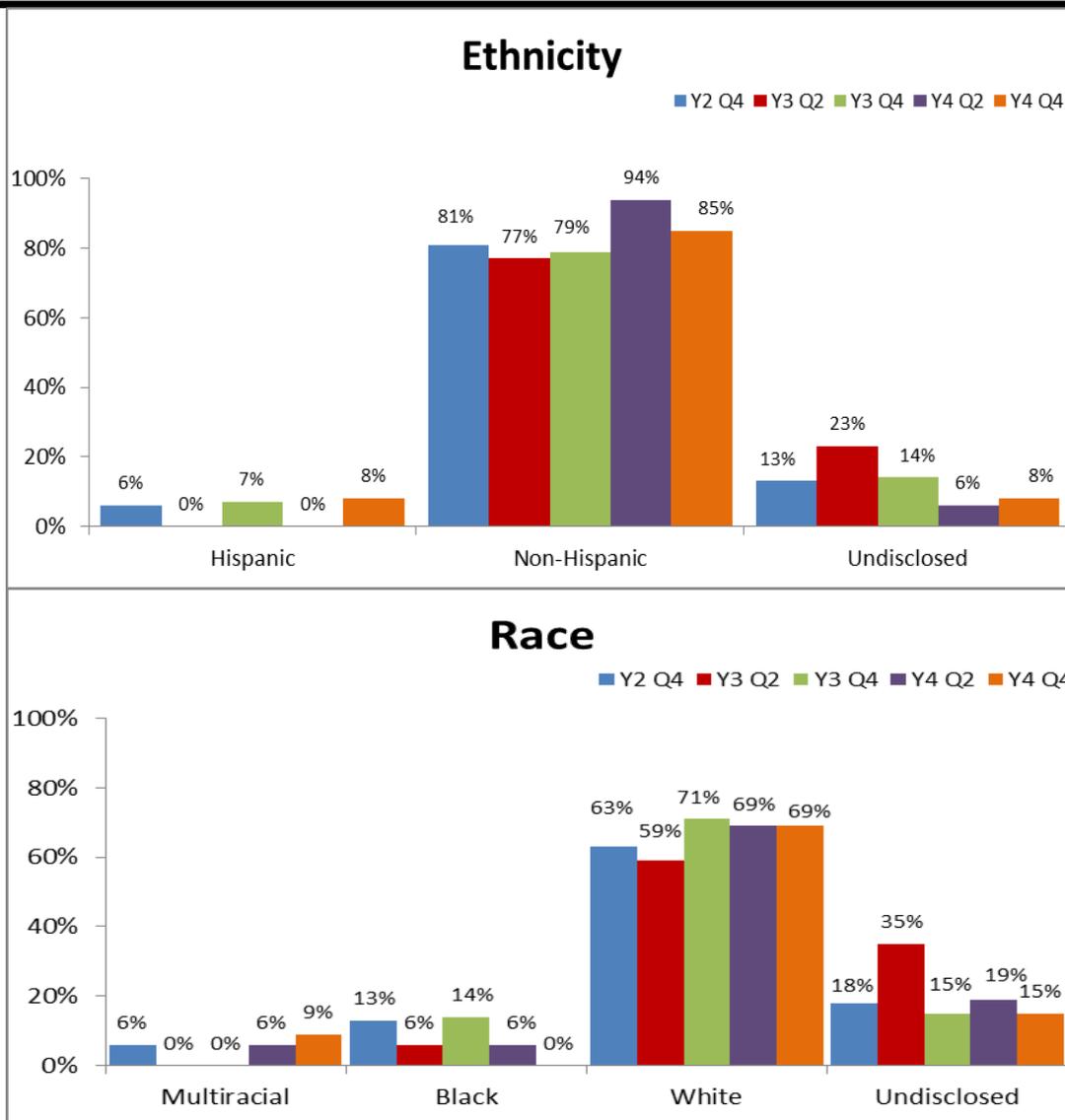


## Length of Involvement with Local Juvenile Drug Court

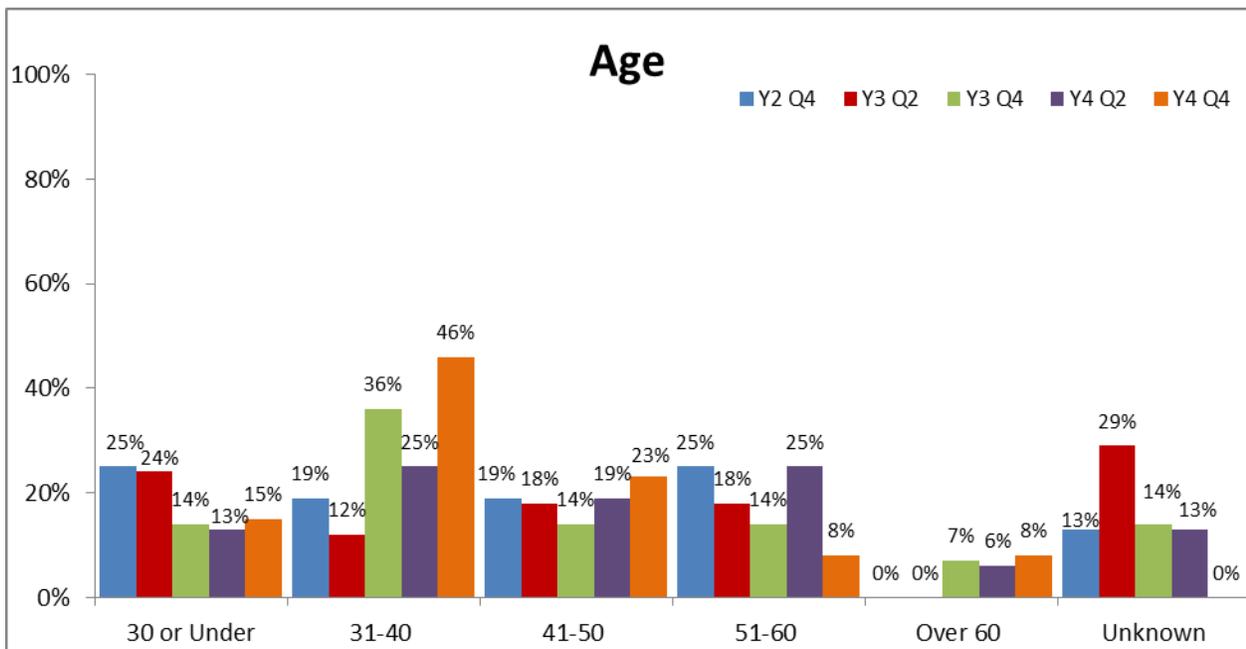
	Y2 Q4	Y3 Q2	Y3 Q3	Y4 Q2	Y4 Q4
<b>0-5 months</b>	0%	12%	7%	0%	0%
<b>6-11 months</b>	19%	6%	14%	11%	17%
<b>1-3 years</b>	6%	29%	21%	22%	17%
<b>3 or more years</b>	56%	35%	43%	56%	67%
<b>Undisclosed</b>	19%	18%	14%	11%	0%

- Across the surveyed years, the greatest percentage of survey respondents had 3 or more years of involvement with the juvenile drug court (35% to 67%).
- A small percentage of survey respondents reported being involved with the juvenile drug court for 5 months or less (0% to 12%).
- Some respondents at each wave did not disclose the length of their involvement (0% to 19%).

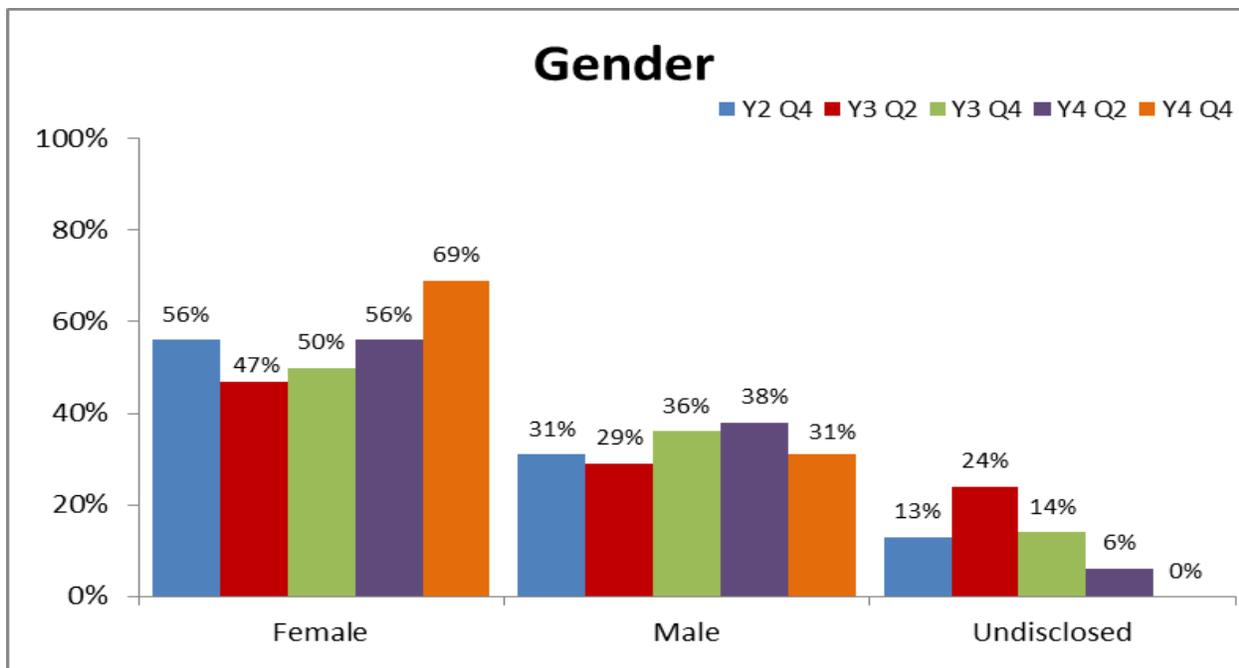
## Demographic Diversity of Juvenile Drug Court/Change Team Members



- Across all five quarters, the majority of survey respondents were non-Hispanic and White.
- These data suggest that the Drug Court/Change Teams have some, but not a lot, of ethnic and racial diversity.
- The fact that meaningful percentages of survey respondents (13% to 35%) choose not to disclose their ethnicity and/or race indicates that they were hesitant to disclose information that could possibly identify them as the survey respondents.



- Across all quarters, all of the age groups, except for “over 60” were well-represented.
- These data suggest that the Drug Court/Change Teams are diverse in terms of age.



- Across all waves, about half of survey respondents reported being female and about 32% reported being male, indicating that the Drug Court/Change Teams are diverse in their gender composition.
- From Year 2 Quarter 4 to Year 4 quarter 4, the percent of female Juvenile Drug Court/Change Team members increased from 56% to 69%.
- The fact that meaningful percentages of survey respondents (6% to 24%) choose not to disclose their age and/or gender indicates, again, that they were hesitant to disclose information that could identify them as the survey respondents.

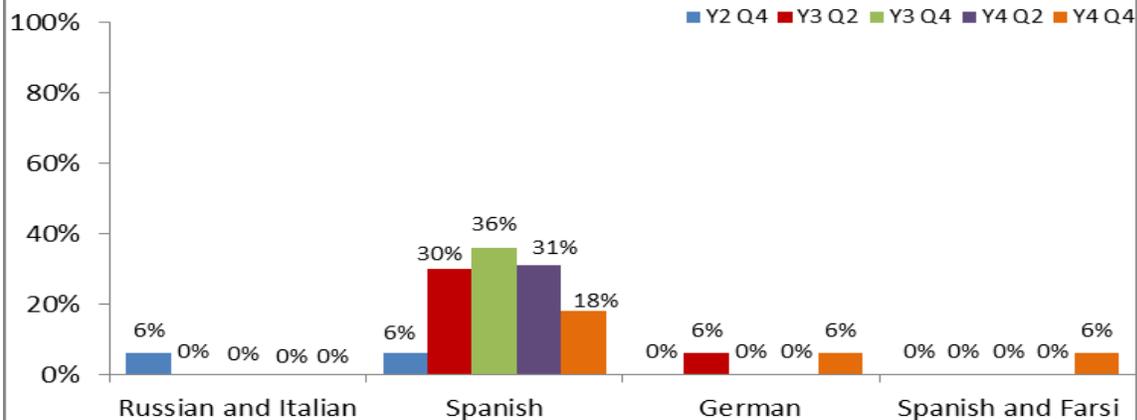
## *Juvenile Drug Court/Change Team Members' Knowledge & Skills Related to Cultural and Linguistic Competence*

### Speak a Language Other than English

	Y2 Q4	Y3 Q2	Y3 Q3	Y4 Q2	Y4 Q4
<b>Yes</b>	13%	36%	35%	31%	39%
<b>No</b>	75%	57%	47%	56%	62%
<b>Undisclosed</b>	13%	7%	18%	13%	0%

- The percentage of respondents who speak languages other than English increased after Year 2 quarter 4, with the percentages in later quarters being similar (about 35%).
- As shown in the figure below, in Years 3 and 4, Spanish was the most commonly spoken language other than English. In Year 2, it was one of the most commonly spoken languages other than English.
- These data suggest that the Drug Court/Change Teams have some skills related to cultural and linguistic competence.

### Languages Spoken Other than English



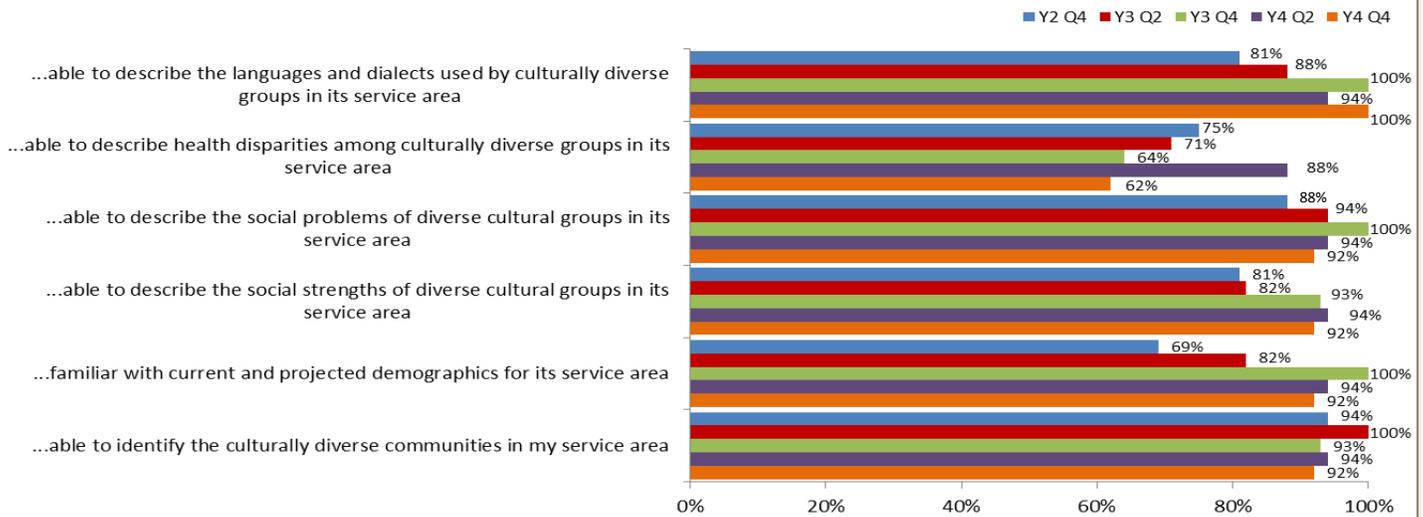
### Recent Acquisition of Knowledge and Skills Related to Cultural and Linguistic Competence

Acquisition During the Past 3 Years Through...	Y2 Q4	Y3 Q2	Y3 Q3	Y4 Q2	Y4 Q4
<b>Academic Curricula</b>	14%	35%	14%	29%	23%
<b>Continuing Education</b>	36%	59%	36%	53%	46%
<b>Workshops/Conferences</b>	71%	59%	71%	59%	85%
<b>Employer-Sponsored Training</b>	64%	53%	64%	63%	77%
<b>On The Job Experiences</b>	64%	71%	64%	60%	85%
<b>Domestic/International Travel</b>	43%	41%	43%	41%	39%
<b>Living in a Diverse Community</b>	43%	53%	43%	59%	54%

- Across all quarters, substantial percentages of survey respondents had recently acquired knowledge and skills related to cultural and linguistic competence.
- Survey respondents acquired this knowledge and these skills primarily in three ways: (1) attending workshops/conferences, (2) employer sponsored trainings, and (3) on the job experiences.
- Team members were least likely to make use of academic curricula to gain knowledge and skills related to cultural and linguistic competence.
- These data suggest that over time survey respondents increased their knowledge and skills related to cultural and linguistic competence.

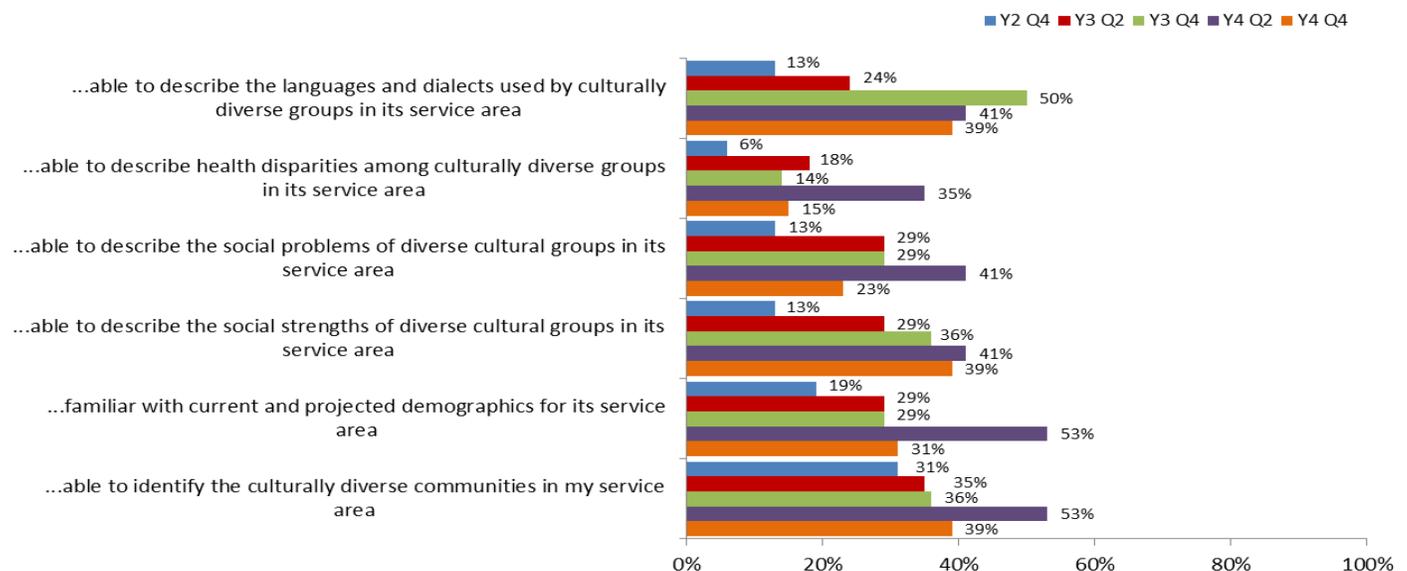
## *Juvenile Drug Court/Change Team Members' Assessment of the Cultural and Linguistic Competence of Their Juvenile Drug Court (JDC)*

### Respondents rated local JDC as Fairly or Very Well



- Overall survey respondents viewed their JDC very positively in terms of cultural and linguistic competency; across all quarters, at least 6 in 10 respondents rated their JDC as “fairly well” or “very well” on every queried ability related to cultural and linguistic competency.
- Overall, the JDCs were rated fairly or very well most often (92% to 100%) in terms of ability to identify the local culturally diverse communities (F) and least often (62% to 88%) in terms of ability to describe health disparities among local culturally diverse groups (B).
- There was some change over time in respondents’ ratings of their JDC’s cultural and linguistic competency. Most notably, ratings of the JDCs improved from Year 3 quarter 2 to later quarters for their abilities to describe the languages and dialects used by and the social strengths of the local culturally diverse groups (A and D), and for their familiarity with current and projected demographics of their area (E).

### Informal or Formal Policies in Place to Foster Competencies



- Overall, the majority of survey respondents reported that their JDC’s have neither informal nor formal policies in place to foster the queried abilities related to cultural and linguistic competency.
- However, the data suggest that the JDCs have recently been working to establish such policies. Informal or formal policies increased after Year 2 Quarter 4 for all areas queried (A to F).

## *Cultural and Linguistic Competence of JDC/RF Programs and Their Juvenile Drug Court/Change Teams: Conclusions*

- The JDC/RF Drug Court/Change Teams are somewhat demographically diverse. They are diverse in terms of age and gender, but are less so in terms of race and ethnicity.
- The JDC/RF Drug Court/Change Teams indicated that their skills related to cultural and linguistic competency improved over time.
  - ◊ The percentage of JDC/RF Drug Court/Change Team members who speak languages other than English increased from Year 2 to Year 3, an increase that was maintained in Year 4.
  - ◊ Substantial percentages of JDC/RF Drug Court/Change Team members reported recently acquiring knowledge and skills related to cultural and linguistic competence throughout all quarters examined indicating ongoing improvement in related competencies.
- The JDCs are viewed as having skills related to cultural and linguistic competence. However, the majority of survey respondents reported that their JDC's have neither informal nor formal policies in place to foster the queried abilities related to cultural and linguistic competency. These findings suggest that JDC's may have informal practices in place that foster cultural and linguistic competency, including workshops and trainings for example. But, these practices are not yet translated into established policies.
- According to the findings, it appears that the JDCs have recently been working to establish such policies.

### *Questions:*

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**Notes:** \*National Center for Cultural Competence, Georgetown University Center for Child and Human Development (2006). *Cultural and Linguistic Competence Policy Assessment*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

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