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## Standard 5-1

(from Best Practices Standards 2018-2021 effective through 12/31/21)

**5-1.** The site has a description of the [cultural characteristics](#) of its current [service population](#) which includes data (numbers and percentages) and narrative detail.

*Intent: The description of the [service population](#) is specific to the families who have accepted services. The description includes race, ethnicity, language and other cultural and demographic characteristics such as the customs, values, age, gender, military service, religion, sexual orientation, social class, and geographic origin among others determined to be most relevant by the site. Additionally, sites are encouraged to look at other factors such as: intimate partner violence, substance abuse, parent mental health or cognitive abilities, criminal history, and physical disabilities as it relates to the unique culture of families being served.*

5-1.	RATING INDICATORS
3	- No 3 rating indicator for standard 5-1.
2	- The description (narrative with numbers and percentages) of the cultural characteristics of the service population addresses all of the following: <ul style="list-style-type: none"> <li>→ ethnic or racial characteristics</li> <li>→ language characteristics, and</li> <li>→ other cultural and demographic characteristics (see 5-1 intent)</li> </ul>
1	- The site does not yet have a description of the service population, or the description does not yet address all characteristics as stated above.

☺ Tip: Sites are encouraged to update the description of the cultural characteristics of the service population every time the [Cultural Analysis and Plan \(CAP\)](#) is completed. Ideally, sites update it annually to identify necessary training for staff as required in 5-3.

### Using PIMS to Provide Evidence of Compliance

The reports listed below address this standard. Remember that as with most affiliation standards, you may need to support the quantitative data from PIMS reports with a narrative interpretation.

- **PIMS12A: Intake Characteristics - Participant** provides demographic information for participant mothers.
- **PIMS12B: Intake Characteristics - Father** provides demographic information for the fathers of the target children.
- **PIMS12C: Intake Characteristics - Partner** provides demographic information for mothers' current partners (not the fathers of the target children).
- **PIMS12D: Intake Characteristics - Household** provides additional demographic information for the family.

Typically, sites will use the **PIMS12** group of reports in conjunction with writing their annual Cultural Analysis & Plan. A description of the site's service population – that is, families

being served in home visitation – is required in the review. Participant characteristics listed by report are shown below.

	<b>PIMS12A Participant</b>	<b>PIMS12B Father</b>	<b>PIMS12C Partner</b>	<b>PIMS12D Household</b>
Age	•	•	•	
Race/Ethnicity	•	•	•	
Race/Ethnicity Subgroup	•	•	•	
Marital Status	•	•	•	
Education Level	•	•	•	
Currently in School	•			
Employment Status	•	•	•	
Primary Language	•	•	•	
Household Income	•			•
Insurance Status	•			
Insurance Provider <sup>1</sup>	•			
Religion	•			
Income Source				•
Type of Housing				•
Number of other Adults in Home				•
Number of other Children in Home				•

Note: The data categories collected in PIMS are not exhaustive, and sites may want and need to consider other cultural characteristics when analyzing information for the annual review.

### Tips for Monitoring PIMS Data Related to Standard

Sites will want to make sure that all demographic information is entered in participants’ Home, **Intake** and **Baseline** records. **PIMS12** will indicate how many participants for the parameters selected are missing data in each category. Use the **Custom Queries QAMP** reports to identify which participants have missing or invalid data (see example below).

### How to Run this Report

1. In Step 1 of **Standard Reports**, select **Best Practice Standard** “5: Cultural Sensitivity” and **Report** “Baseline Characteristics (Participant, Father, Partner, or Household)”.
2. In Step 2, select **Case Status filter** “Currently presumed active”. When using **PIMS12** to collect data for the annual Cultural Analysis & Plan, choose a date range for the year you are analyzing data (e.g., the previous calendar year). Consult with your HFA or state support staff for details on what time period is needed for your site.
3. If **PIMS12** indicates missing data, run **Custom Queries QAMP** reports, and look at reports for **Baseline** and **Home**. Enter the missing data, and rerun **PIMS12**.

<sup>1</sup> Available only for sites with supplemental data systems

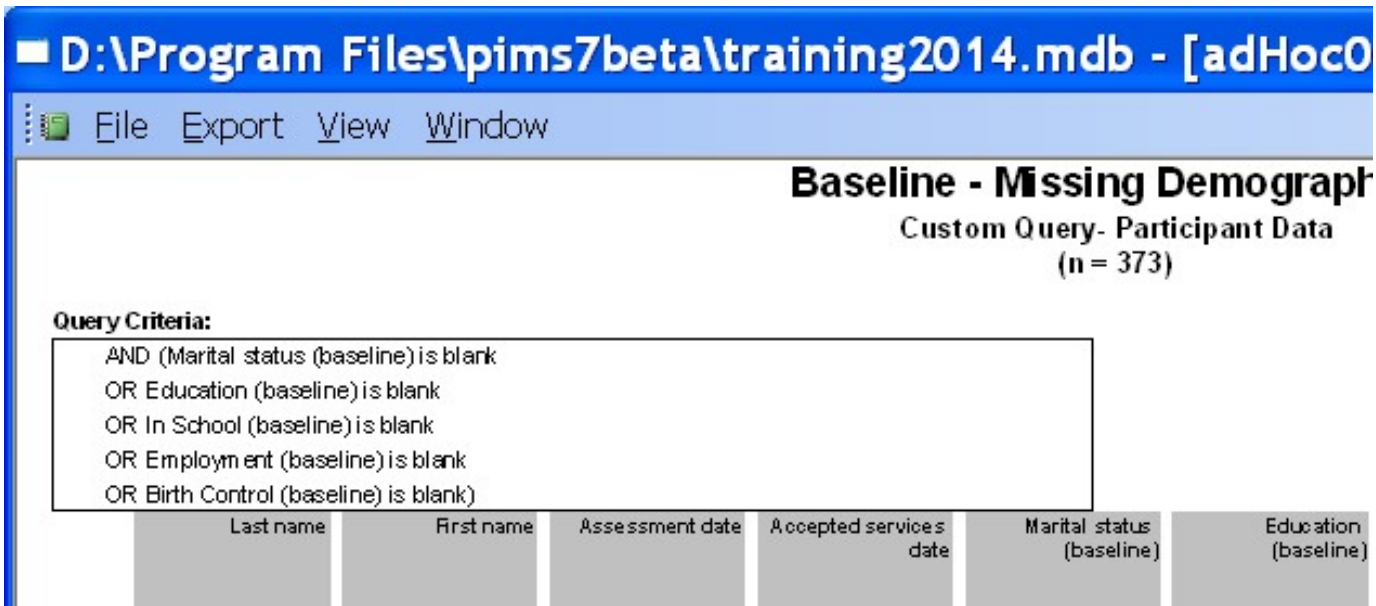
**Example 1 – PIMS12A (Participant): Missing Data**

The screenshot shows a software window with a blue title bar containing the path 'C:\Documents and Settings\Administrator\ID'. Below the title bar is a menu bar with 'File', 'Export', 'View', and 'Window'. The main content area displays a frequency table with a 'Frequency' column on the right. The table is divided into two sections: 'Education' and 'Currently in School'. The 'Education' section lists various educational levels and their frequencies, including 'Missing Data' with a frequency of 3. The 'Currently in School' section lists 'Yes' (3), 'No' (33), and 'Unknown' (0). A summary row for the 'Education' section indicates that 36 participants have available information.

	Frequency
<b>Education</b>	
<i>Missing Data</i>	3
Less than 7th grade	2
7th grade	1
8th grade	3
9th grade	1
10th grade	3
11th grade	5
12th grade	0
High school diploma	13
General Equivalency Diploma (GED)	0
Post high school training/some college	1
College graduate - associate degree	1
College graduate - bachelor's degree	1
Some graduate school	0
Graduate degree	0
Unknown	2
<b>Number of Participants with Available Information</b>	<b>36</b>
<b>Currently in School</b>	
Yes	3
No	33
Unknown	0

The above example is a portion of **PIMS12A**, showing that three participants are missing education information, and four participants are missing employment information.

### Example 2 – QAMP Report Baseline: Missing Demographics



The example above shows a portion of the **Custom Query** for missing **Baseline** demographics for the participant. Enter the missing data and rerun **PIMS12**.

## Standard 5-3

(from Best Practices Standards 2018-2021 effective through 12/31/21)

**5-3.** The site ensures staff receives annual training designed to increase understanding of the unique characteristics of the [service population](#). Please Note: During the first year of hire, standard 11-4.E. (The Role of Culture in Parenting), may be used to satisfy this standard. In the second year of hire and every year thereafter, all staff ([program managers](#), [Supervisors](#), [Family Resource Specialist](#)s and Family Support Specialists) receive at least one training related to characteristics of the population being served (all staff do not have to attend the same training and in some years the training may be broader in scope, such as training and reflection to increase one's ability to practice [Cultural humility](#)).

***Intent:** Staff are better prepared to serve and interact with families when they have increased understanding of **cultural** practices linked to the family's unique characteristics and values. Sites are encouraged to reflect on a broad definition of culture and identify training related to characteristics beyond race and ethnicity and use the information gathered in 5-1 to identify training based on the unique characteristics of the [service population](#). This could include a variety of training topics such as the cultural dynamics of substance-abusing parents, or parenting in households where there is intimate partner violence. It could also include topics such as working with military families, immigrant families, grandparents raising grandchildren, etc. Essentially, helping staff develop and enhance skills to allow them to work most effectively with families being served.*

### 5-3. RATING INDICATORS

- 3 - All staff receives training related to the unique characteristics of the service population at least annually.
- 2 - Past instances may have occurred when an annual training related to the unique characteristics of the service population was not received; however, [recent practice](#) indicates the site is now ensuring all staff receives training annually.
- 1 - Staff do not yet complete training related to the service population on an annual basis.

## Using PIMS to Provide Evidence of Compliance

The report **PIMS7E: Staff Training on Ongoing Basis** addresses this standard and can be a useful summary. However, HFA requires a narrative describing the training offered to staff related to the unique characteristics of the service population for the most recent year, a description of how the training links to the characteristics identified in Standard 5-1, and training logs or a list of all staff in attendance at the training(s), and date trainings were completed for the most recent year.

## Tips for Monitoring PIMS Data Related to Standard

For the report to yield useful data, make sure that all training logs are entered and current for staff.

Use **PIMSP7E: Staff Training on an Ongoing Basis** to create a list of staff and the dates of cultural sensitivity trainings completed.

### How to Run this Report

4. From the **Reports** screen, select **Standard Reports**.
5. Select **Category** "Program and Staff" and **Report** "Staff Training on an Ongoing Basis".
6. Choose a cut-off date of today, an **Employment Status** filter of "Presumed Active Between" with a date range of the most recent one-year period, and all staff.

### Example

Staff Subsequent Training Entry - Microsoft Access

Healthy Families

## PIMS P7E: Staff Training on an Ongoing Basis

Supervisors, assessment workers and home visitors who begin direct service prior to receipt of role-specific HFA Core training, must receive stop-

**F SW: 101**

		Direct Service & Core Training		
Roles	Yes/No	Hire Date	Date of 1st Direct Work	Date of Core Training
Program Manager	No			
Supervisor	Yes			
Home Visitor (FSW)	No			
Parent Survey (FAW)	No			
Home Visitor (FSW)	No			
Parent Survey (FAW)	No		9/24/02	

BPS			
Standard	Learning Objective	Title of Training	Trainer

In the above example, Staff 101 has completed four annual trainings on cultural sensitivity.

## Standard 5-4.B

(from Best Practices Standards 2018-2021 effective through 12/31/21)

**5-4.B** (old 5-4.A) The [Cultural Analysis and Plan \(CAP\)](#) is completed at least every other year and it addresses the following components: materials, training and the service delivery system, and integrates input obtained from families and staff (see Standard 5-4.A).

***Intent:** A [Cultural Analysis and Plan \(CAP\)](#) allows a site to continually modify or tailor its system of service delivery based on the [cultural characteristics](#) of families being served. The analysis is in narrative format and includes information about the site's materials, training, and all aspects of the delivery system (initial engagement, home visiting, supervision and management). It also includes summarized input from families and staff and identify patterns and trends related to site strengths as well as areas to improve upon. **Please Note: New sites without 2 full years since home visiting services began will complete its first [Cultural Analysis and Plan \(CAP\)](#) with one year of data instead of two.***

5-4.B	RATING INDICATORS
3	<ul style="list-style-type: none"> <li>- The <a href="#">Cultural Analysis and Plan (CAP)</a> is completed at least every other year and includes:                             <ul style="list-style-type: none"> <li>- a narrative summary of input obtained from families and staff (5-4.A) and</li> <li>- a comprehensive review of                                     <ul style="list-style-type: none"> <li>- materials,</li> <li>- training, and</li> <li>- all components of the service delivery system (initial engagement, home visiting, supervision, and management). This includes looking at more than one factor associated with each component.</li> </ul> </li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>- The <a href="#">Cultural Analysis and Plan (CAP)</a> is completed at least every other year and addresses all the items listed in a 3 rating, but could be more comprehensive (a minimum of one factor included for each component of the service delivery system).</li> </ul>
1	<ul style="list-style-type: none"> <li>- Any of the following: there is no <a href="#">Cultural Analysis and Plan (CAP)</a>; it does not yet address the components listed above; or it is not yet completed at least every two years.</li> </ul>

© Tip: Sites are encouraged to reference the HFA Cultural Humility Workbook for guidance on all required components of the [Cultural Analysis and Plan \(CAP\)](#).



## Using PIMS to Provide Evidence of Compliance

Many reports in PIMS can help sites compile their Cultural Analysis and Plan (CAP). For example, from **Standard Reports**:

- **Screening** category, you can run a summary of screening statistics.
- **Assessment** category, you can run a summary of assessment outcomes and look at demographics of families who accept vs. refuse home visiting services.
- **Family Characteristics** category, you can run reports that summarize **Baseline** demographics of mothers, fathers, and partners; and household demographics.
- **Retention** category, you can run a report that look at the demographics of families retained vs. terminating services, retention by FSW, and a termination analysis.

In addition, the site may want to use the **Custom Reports** function to create custom queries to mine demographic data. For example:

- Analyzing data collected at screening (**Screening and Home Forms**) to count mothers by age, race/ethnicity, religion; or by screen risk factors, such as history of drug use, less than a high school education, late prenatal care, etc.

The CAP is intended to be a narrative of how the site addresses the unique characteristics of its service population. Therefore, any data collected via PIMS reports would be summarized within the context of this narrative.

For information on how to run the reports listed above, see the tip sheets for Standards 1, 3, and 5-1.