

**CATHOLIC CHILDREN'S AID SOCIETY OF HAMILTON  
ANTI-RACISM/ANTI-OPPRESSION INITIATIVE:  
NEEDS ASSESSMENT REPORT**

August 2009

Prepared for:  
Catholic Children's Aid Society of Hamilton



Prepared by:  
Mark Fraser, MSW, Senior Social Planner



162 King William Street, Suite 103, Hamilton, ON L8R 3N9  
Phone: 905.522.1148 Fax: 905.522.9124 E-mail: [sprc@sprc.hamilton.on.ca](mailto:sprc@sprc.hamilton.on.ca)  
Website: [sprc.hamilton.on.ca](http://sprc.hamilton.on.ca)



A United Way Agency

© The Social Planning and Research Council of Hamilton  
162 King William Street, Suite 103  
Hamilton, ON L8R 3N9

All rights reserved including the right to reproduce in whole or in part any form.

## **ACKNOWLEDGEMENTS**

The Social Planning and Research Council of Hamilton (SPRC) would like to thank the Catholic Children's Aid Society of Hamilton (CCAS) for partnering with us on this important organizational change initiative. Special thanks to Rocco Gizzarelli, Director of Services; Daniel Kikulwe, Anti-Racism Organizational Change Coordinator; and Ersilia DiNardo, Executive Director of CCAS of Hamilton, for making this initiative an agency priority. Thanks are also due to the Facilitating Inclusion Cooperative for their expertise in organizing and conducting focus groups with diverse racial and cultural groups.

Finally, thank you to all of the CCAS staff, volunteers and community members who participated in the surveys and focus groups that were conducted as part of this study: your input and feedback was critical to our understanding of the issues and areas in need of change.

## TABLE OF CONTENTS

<b>1.0 INTRODUCTION .....</b>	<b>1</b>
<b>2.0 RESEARCH DESIGN .....</b>	<b>3</b>
2.1 Focus Group Discussions with Diverse Radical and Cultural Communities.....	3
2.2 Survey of CCAS Staff and Volunteers.....	3
2.3 Focus Group Discussions with CCAS Staff and Volunteers.....	4
<b>3.0 STAFF SURVEY FINDINGS .....</b>	<b>5</b>
3.1 Profile of Survey Respondents .....	5
3.2 Perceived Need for Change .....	5
3.3 Perspectives on Community Collaboration.....	6
3.4 Perceptions on Readiness for Change.....	7
3.5 Summary of Key Findings .....	8
<b>4.0 MANAGER AND SUPERVISOR SURVEY FINDINGS .....</b>	<b>9</b>
4.1 Profile of Survey Respondents .....	9
4.2 Perceived Need for Change .....	9
4.3 Perspectives on Community Collaboration.....	10
4.4 Perceptions on Readiness for Change.....	11
4.5 Summary of Key Findings .....	11
<b>5.0 BOARD OF DIRECTOR SURVEY FINDINGS .....</b>	<b>13</b>
5.1 Profile of Survey Respondents .....	13
5.2 Perceived Need for Change .....	13
5.3 Perspectives on Community Collaboration.....	14
5.4 Perceptions on Readiness for Change.....	14
5.5 Summary of Key Findings .....	15
<b>6.0 VOLUNTEER SURVEY FINDINGS .....</b>	<b>16</b>
6.1 Profile of Survey Respondents .....	16
6.2 Perceived Need for Change .....	16

TABLE OF CONTENTS CONTINUED

6.3 Perspectives on Community Collaboration..... 16

6.4 Perceptions on Readiness for Change ..... 17

6.5 Summary of Key Findings ..... 17

**7.0 FOSTER PARENT SURVEY FINDINGS..... 18**

7.1 Profile of Survey Respondents ..... 18

7.2 Perceived Need for Change ..... 18

7.3 Perspectives on Community Collaboration..... 18

7.4 Perceptions on Readiness for Change ..... 19

7.5 Summary of Key Findings ..... 19

**8.0 FINDINGS FROM FOCUS GROUPS WITH DIVERSE RACIAL AND CULTURAL COMMUNITIES ..... 20**

8.1 Summary of Key Findings ..... 25

**9.0 FINDINGS FROM FOCUS GROUPS WITH CCAS STAFF AND VOLUNTEERS..... 26**

9.1 Developing Relationships with Community Agencies..... 26

9.2 Developing Relationships with Community Leaders ..... 27

9.3 Ongoing Education and Training ..... 28

**10.0 SUMMARY AND RECOMMENDATIONS ..... 29**

**11.0 REFERENCES ..... 30**

APPENDIX A: CCAS Staff Survey

APPENDIX B: CCAS Manager/Supervisor Survey

APPENDIX C: CCAS Board of Directors' Survey

APPENDIX D: CCAS Volunteer Survey

APPENDIX E: CCAS Foster Parent Survey

APPENDIX F: Collective Action Chart

APPENDIX G: Focus Group Format

## 1.0 INTRODUCTION

As part of an anti-racism organizational change initiative, the Catholic Children's Aid Society of Hamilton (CCAS) partnered with the Social Planning and Research Council of Hamilton (SPRC). The role of the SPRC in this partnership was to consult with CCAS staff, management, volunteers, foster parents, directors, and members of racially and culturally diverse communities. The purpose of these consultations was to invite input and feedback about current policies and practices of the CCAS, and to consider how these policies and practices could be more inclusive.

The CCAS has been active in the area of anti-racism organizational change over the years – particularly in response to requests from the community to meet and work with diverse groups. In July 2004, meetings were held with Hamilton's African-Caribbean community. The purpose of these was to engage in a discussion regarding the following key areas:

- Children who were being removed from parents with different culture and faith beliefs
- Parents wanting to know the work of CCAS of Hamilton.
- Issues of cultural sensitivity and awareness.
- Need for foster parents from diverse racial and cultural groups.

In June 2005, the CCAS engaged with the local Roma community. A report entitled, "*The Voices of Concern*" was completed which provided some insight into the conditions and circumstances facing Roma people through their immigration to Canada. The report included the findings of a needs assessment and recommendations for a more culturally sensitive approach to service delivery.

Also in 2005, a consultant, Susan Hall (Open Space Technology), facilitated a workshop with almost 40 participants drawn from agencies, the community and CCAS staff. Again, the event was an opportunity for CCAS of Hamilton to participate in an information sharing session with different cultural groups regarding their needs and the agency role. This information sharing session resulted in the completion of a report called, "*Delivering Child Protection Services with an Organizational Culture that is Anti-Oppressive*" which was made available to participants.

As an agency, the CCAS of Hamilton has made efforts to improve their services to meet the complex needs of Hamilton's diverse population. Mandatory training has been arranged for all staff on the topic of anti-racism/anti-oppressive practice. The agency has hired a supervisor to coordinate an anti-racism organizational change initiative. The initiative is aimed at creating an inclusive organizational culture while removing any barriers which prevent the CCAS from meeting the needs of families and children from diverse backgrounds. CCAS has formed a committee comprised of staff, volunteers and foster parents whose role is to support the anti-racism/anti-oppressive practice initiative.

In an attempt to reduce duplication, the current study builds on the past work of the CCAS in the area of anti-racism and organizational change. This study employed a number of methods, including a series of broad based surveys, focus group sessions and key informant interviews. Consulting with a range of stakeholder groups allowed the researcher to compare perspectives. Consistency of perspectives suggests a high level of both validity and reliability of findings.

Ultimately, all groups agreed that developing a formal strategy to promote anti-racist/anti-oppressive organizational change was a necessary and positive direction for the CCAS of

Hamilton. It was also felt that the management, staff and volunteers of the CCAS have a genuine desire to be more inclusive in their organizational culture and practice.

Findings suggest four clear recommendations as a starting point for developing an organizational change strategy. These include: building collaborative relationships with community agencies serving diverse racial and cultural groups; building collaborative relationships with community leaders from diverse communities; continuing to provide anti-racist/anti-oppression education and training at all levels of the organization; and increasing the diversity of staff.

A fifth recommendation that requires program monitoring and evaluation to be built into the process is also included in the report. While there was little concrete discussion of monitoring and evaluation during the course of the study, they are essential components of any organizational change initiative.

While the general recommendations are clear, implementation will require extensive planning at the agency level. All agency policies will need to be considered in the context of these new directions, while forging new relationships in the community will require negotiations with existing community groups and agencies. This report provides a basic road map.

To establish a starting point and to help to guide the implementation process, all relevant findings related to specific recommendations are included. For example, with respect to ongoing anti-racist/anti-oppressive education and training, a list of potential subjects and options was generated. This list can now be used as a foundation to build upon and prioritize by internal planning groups.

The following sections of the report provide an overview of the research design, and a detailed account of the findings from each consultation. The report concludes with a set of detailed recommendations.

## **2.0 RESEARCH DESIGN**

The research design incorporated extensive consultation with CCAS staff and volunteers, as well as with diverse racial and cultural groups in Hamilton. Surveys were conducted with five specific staff and volunteer groups within the CCAS of Hamilton. Following up on survey findings, focus groups were conducted with same staff and volunteer groups.

To understand better the opinions and perspectives of diverse communities, four focus groups were conducted with local members of racially and culturally diverse communities. The following sections describe the implementation of this method.

### **2.1 Survey of CCAS Staff and Volunteers**

Surveys were conducted with each of five distinct staff and volunteer groups from the CCAS of Hamilton, including front line staff, managers and supervisors, volunteers, foster parents, and the board of directors (see APPENDIX A through E for copies of surveys distributed to each group).

With the exception of volunteers and foster parents, surveys were conducted online. An introduction and link to the surveys were sent to members of each group via email. Respondents were given between one and two weeks to respond and were provided with one email reminder to complete the survey.

Surveys of volunteers and foster parents were distributed through the CCAS. Surveys were distributed with a business reply envelope so that respondents could simply drop completed surveys in the mail to be delivered directly to the SPRC. In total, 57 surveys were completed by staff (T=38%), 10 by managers and supervisors (T=67%), 11 by board members (T=69%), 7 by volunteers (T=15%) and 5 by foster parents (T=5%).

### **2.2 Focus Group Sessions with Diverse Communities**

In an effort to understand better the perceptions and perspectives of diverse communities, four focus groups were conducted as part of the study. Specifically, focus groups were conducted with the Filipino & South Asian communities (mixed group), as well as the Latino-American, Aboriginal, and Afro-Caribbean communities.

Focus groups were conducted by facilitators from the Facilitating Inclusion Cooperative, a local venture established with the support of the Saint Joseph Immigrant Women's Centre. Facilitators from the cooperative are trained in popular education techniques which are designed to engage all learning styles. The facilitators walk groups through a discussion process.

The outcome of the facilitated process leads to the creation of a "Collective Action Chart" (see APPENDIX F for a copy of the Collective Action Chart). The chart has four columns: the first column identifies the top three issues raised during the open discussion; the next three columns identify specific actions that could be taken by the individual, their community, and, in this case, the CCAS of Hamilton.

### **2.3 Focus Group Sessions with CCAS Staff and Volunteers**

Building on the survey findings and the findings from consultations with diverse community groups, the study incorporated a series of focus group sessions and key informant interviews with CCAS staff and volunteers. Three focus groups were conducted as well as two interviews with CCAS Board Members.

The first focus group was conducted with the advisory committee for the anti-racism organizational change initiative. Attendance at this group session included 5 child protection workers, 5 intake supervisors, 3 managers, 2 volunteers and 1 foster parent. Additional focus groups were conducted with 5 volunteers and 4 foster parents respectively.

All of the focus groups and interviews were conducted using the same format. A copy of the interview format is included in APPENDIX G.

### **3.0 STAFF SURVEY FINDINGS**

The survey of CCAS staff was completed online. An introduction and link to the survey was disseminated to all CCAS staff via email, with one follow-up reminder. In total, fifty-seven (T=57) staff completed the survey, out of a total 150. This represents a response rate of 38%.

The following subsections provide an overview of findings from the CCAS staff survey. The section concludes with a summary of key findings.

#### **3.1 Profile of Survey Respondents**

In terms of length of employment, 34% of survey respondents worked for the CCAS of Hamilton for 2 to 5 years, while an additional 34% of respondents worked for the CCAS for 6 to 10 years. Four, or 7% of respondents have worked for the CCAS for less than 1 year, 14% for 11 to 20 years and 11% for more than 20 years.

The largest staff group included in the survey were Child Protection Workers (23 or 40%), followed by administrative staff (10 or 17%). The remainder of respondents identified their positions as legal staff, IT, Family Support Workers or other resource staff.

To understand the diversity of survey respondents, staff were asked the following question: “Please identify the community or communities that you identify with, including racial, national, cultural or linguistic communities (eg. Aboriginal, South Asian, Italian, Black, French, etc. You may give more than one response e.g. Irish/Canadian)”.

While a clear majority of respondents reported “Canadian” or “Caucasian”, there was diversity. Among the survey group, all racial groups were represented, as well as a number of Asian, African, Latin American and Aboriginal cultural groups.

Staff were asked if they had participated in one of the antiracism training sessions provided during the summer of 2008 by McMaster University Professor Gary Dumbrill. Of the 54 responses to this question, 50 or 93% had participated in the training. Those who had were asked “Did the training help you to understand how the policies and practices of an organization or system can contribute to racism?” In total, 92% of those who had received training responded affirmatively to this question which speaks to the perceived quality and impact of training.

#### **3.2 The Perceived Need for Change**

Staff were asked, “to what extent do you agree with the following statement: a formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton.” Overall there was strong agreement with this statement. In total, 91% reported that they either “agree” (67%) or “strongly agree” (24%). On the other side of the spectrum, 9% either “disagree” (2%) or “strongly disagree” (7%).

To tap into some of the ideas staff might have around organizational change, the survey asked respondents to name one thing the CCAS could do differently to reflect an anti-racist perspective. A thematic analysis was conducted with responses to this open ended question. The most common theme that emerged from survey responses was the notion of more diversity

among CCAS staff as well as on the Board of Directors. Staff also identified the need for more education around diverse cultural practices, perspectives and needs. They also felt that the CCAS needed to increase engagement and communication with diverse communities in Hamilton.

In terms of diversity among staff, the survey asked, “Do you feel that the diversity among CCAS staff adequately reflects the diversity in our community?” Of the 54 responses to this question, 62% felt that the diversity among the current staff does not reflect the community while 38% believe that it does.

Those who felt that the CCAS staff does not reflect the diversity of the community were asked, “do you think that more diversity among staff would help the CCAS to work more effectively with families from racially diverse communities?” Among the 33 respondents to this question, 82% felt that more diversity would increase the effectiveness of the CCAS in working with diverse families, while 18% felt it would not.

When asked to elaborate on why more diversity would or would not increase the effectiveness of the CCAS in working with families from diverse communities, three distinct themes emerged. Primarily, respondents felt that more diversity among staff would increase the entire staff’s understanding of cultural diversity. Secondly, it was felt that more diversity among staff would help to build trust in the CCAS among diverse communities. A third theme that emerged was one of caution or concern. Respondents warned against staff from diverse communities being “pigeon-holed” or assigned only cases from their particular community. Not only would this arrangement have no positive impact on the culture of the organization, it would serve to isolate diverse staff members.

### **3.3 Perspectives on Community Collaboration**

A number of questions included in the survey focused on perceptions and perspectives on the value of collaboration with community agencies as well as diverse racial and cultural communities. With respect to community agency collaborations, staff were asked, “when working with families from racially diverse communities, do you collaborate with other community agencies that serve racially diverse communities?”

Of the 49 responses to this question, only 18% reported that they collaborate with community agencies “most times” (16%) or “always” (2%) when working with families from diverse communities. Alternatively, 69% of respondents reported that they “occasionally” collaborate while another 12% said that they “never” collaborate.

As a follow-up, staff were asked, “do you feel that increased collaboration with other community agencies serving racially diverse communities would help the CCAS to better serve racially diverse communities?” Of the 54 responses to this question, 92% believed that they could better serve diverse communities with increased collaboration with community agencies. Specifically, they felt that greater collaboration with community agencies would help to increase information sharing between agencies, would help to develop referral networks, and would help to build bridges between CCAS and diverse communities.

In addition to exploring relationships with community agencies, the survey asked staff, “do you feel that building relationships between the CCAS and leaders from racially diverse communities would help the CCAS to work more effectively with families from diverse communities?” Of the

54 responses to this question, 96% saw value in building such relationships. In describing what these relationships might look like, some staff envisioned committees or consultation processes for the purpose of sharing information on CCAS mandate and policies and on the needs of diverse communities. Others saw an opportunity to identify and to develop community advocates to support individual families.

Related to the need for relationship building, the survey asked staff, “do you feel that the mandate and policies of the CCAS are well understood among racially and culturally diverse communities in Hamilton?” Of the 52 responses to this question, 82% felt that the mandate and policies were “not understood” (46%) or “basically understood” (42%), while 16% felt that they were “understood”. When asked how this information could be better communicated, suggestions included active outreach to diverse communities, building relationships with open communication, and producing forms, brochures and other print material printed in a variety of languages.

### **3.4 Perceptions of Readiness for Change**

In this section of the survey, staff were asked to reflect on the level of support that they currently receive when working with families from diverse communities, as well as the organizational strengths and barriers that will help or hinder organizational change.

Staff were asked, “as an employee of the CCAS, do you feel that you have the flexibility and support of management to effectively address issues facing families from racially diverse communities?” Of the 48 responses to this question, 81% of respondents felt that they did have adequate flexibility and support. When asked how this might be improved, respondents suggested more education for staff and management as well as more opportunities/space for open dialogue. Respondents also noted that managers and supervisors must appreciate the fact that cases with families from diverse communities simply take more time and must be considered in the context of workload.

In terms of the strengths that will help move the organization toward inclusive and anti-racist practice, staff felt that having an understanding of the need to change the ways CCAS works with diverse communities was a positive, as was their desire to be inclusive. Another identified strength was that steps toward change have already been taken, including staff training and the hiring of a coordinator to oversee anti-racism organizational change.

With respect to potential barriers to achieving organizational change, three distinct themes emerged. Most prominent was the perception that some staff would be resistant to change, holding the view that the CCAS does not have any issues with racism. A second potential barrier identified was workload issues. Some staff felt that given their excessive workloads they would have limited time or opportunity to implement new protocols. Bureaucracy was the final barrier identified, indicating the perception that large organizations are slow to change.

### 3.5 Summary of Key Findings

Following is a summary of key findings that emerge from an analysis of survey responses:

- The majority of staff surveyed (93%) had participated in anti-racism training with Gary Dumbrill and found it to be valuable in understanding how the policies of an organization can contribute to racism
- There was strong agreement among the staff surveyed (91%) that a formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton
- The majority of staff surveyed (62%) felt that the diversity among staff does not reflect the diversity in the community, and 82% of these respondents felt that more diversity would help the CCAS to work more effectively with families from diverse communities
- The majority of staff (92%) support the need to develop collaborative relationships with community agencies serving individuals and families from diverse racial or cultural communities
- The majority of staff (96%) support the need to develop collaborative relationships with leaders from diverse racial or cultural communities
- The majority of staff (88%) felt that the mandate and policies of the CCAS are not, or are only basically understood, among racially or culturally diverse communities in Hamilton

## **4.0 MANAGER AND SUPERVISOR SURVEY FINDINGS**

The survey of CCAS managers and supervisors was completed online. An introduction and link to the survey was disseminated via email, with one follow-up reminder. In total, ten (T=10) managers and supervisors completed the survey, out of a total 15. This represents a response rate of 67%.

The following subsections provide an overview of findings from the CCAS managers and supervisors survey. The section concludes with a summary of key findings.

### **4.1 Profile of Survey Respondents**

Survey respondents were asked how long they had worked at CCAS of Hamilton as well as how long they have been a manager or supervisor. In total, 44% of respondents reported working for the CCAS for 2 to 5 years, 22% for 6 to 10 years and 33% for more than 20 years. In terms of occupying management or supervisory positions, 44% reported 2 to 5 years, 22% reported 6 to 10 years and 33% more than 20 years.

To understand the diversity among managers and supervisors, respondents were asked to “please identify the community or communities that you identify with, including racial, national, cultural or linguistic communities (eg. Aboriginal, South Asian, Italian, Black, French, etc. You may give more than one response e.g. Irish/Canadian).” While the majority of respondents identified themselves as “Canadian,” one respondent also identified with the Aboriginal community.

Respondents were asked if they had participated in one of the antiracism training sessions provided during the summer of 2008 by McMaster University Professor Gary Dumbrill. In this case, all of the managers/supervisors had participated in training. As a follow-up, respondents were asked, “did the training help you to understand how the policies and practices of an organization or system can contribute to racism?” All of those who had received training responded affirmatively to this question which again speaks to the perceived quality and impact of training.

### **4.2 The Perceived Need for Change**

Managers and supervisors were asked, “to what extent do you agree with the following statement: a formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton.”

Overall, there was strong agreement with this statement. In total, 86% reported that they either “agree” (71%) or “strongly agree” (14%). On the other side of the spectrum, 14% reported that they “strongly disagree” with the statement.

To tap into some of the ideas staff might have around organizational change, the survey asked respondents to name one thing the CCAS could do differently to reflect an anti-racist perspective. A thematic analysis was conducted with responses to this open-ended question. The most common theme that emerged from survey responses was the need for ongoing training to increase awareness of the issue of racism. Other suggestions included increased

diversity among staff and management as well as more involvement and collaboration with diverse cultural organizations.

In terms of diversity among Managers/Supervisors, the survey asked, “do you feel that the diversity among CCAS managers and supervisors adequately reflects the diversity in our community?” Of the 9 responses to this question, 78% felt that the diversity among the current staff does not reflect the community while 22% believe that it does.

Those who felt that the CCAS of Hamilton staff does not reflect the diversity of the community were asked, “do you think that more diversity among staff would help the CCAS to work more effectively with families from racially diverse communities?” Among the 7 respondents to this question, 71% felt that more diversity would increase the effectiveness of the CCAS in working with diverse families, while 29% felt it would not.

When asked to elaborate on why more diversity would or would not increase the effectiveness of the CCAS in working with families from diverse communities, the same three distinct themes emerged as with the survey of staff. Primarily, respondents felt that more diversity among staff would increase all staff’s understanding of cultural diversity. Secondly, it was felt that more diversity among staff would help to build trust in the CCAS among diverse communities. A third theme that emerged from responses was one of caution or concern. Respondents warned against staff from diverse communities being “pigeon-holed” or assigned only cases from their particular community. Not only would this arrangement have no positive impact on the culture of the organization, it would serve to isolate diverse staff members.

### **4.3 Perspectives on Community Collaboration**

A number of questions included in the survey focused on perceptions and perspectives on the value of collaboration with community agencies as well as diverse racial and cultural communities.

With respect to community agency collaborations, managers and supervisors were asked, “when working with families from racially diverse communities, do you collaborate with other community agencies that serve racially diverse communities?” Of the 5 responses to this question, all reported that they collaborated with other community agencies serving racially diverse communities “occasionally.”

As a follow-up, staff were asked, “do you feel that increased collaboration with other community agencies serving racially diverse communities would help the CCAS to better serve racially diverse communities?” Of the 9 responses to this question, all believed that they could better serve diverse communities with increased collaboration with community agencies. Specifically, they felt that greater collaboration with community agencies would help to increase information sharing between agencies and would help to identify relevant agencies or programs to which to refer clients.

In addition to exploring relationships with community agencies, the survey asked managers and supervisors, “do you feel that building relationships between the Hamilton CCAS and leaders from racially diverse communities would help the CCAS to work more effectively with families from diverse communities?” Of the 9 responses to this question, all saw value in building such relationships. When asked what these relationships might look like, respondents felt that the

model requires input from the CCAS Board of Directors and from the community, but in general should serve to open lines of communication.

Related to the need for relationship building, the survey asked staff, “do you feel that the mandate and policies of the CCAS are well understood among racially and culturally diverse communities in Hamilton?” Of the 9 responses to this question, 100% felt that the mandate and policies were “not understood” (44%) or “basically understood” (56%). When asked how this information could be better communicated, suggestions included active outreach to diverse communities, and producing print material in a variety of languages.

#### **4.4 Perceptions of Readiness for Change**

In this section of the survey, managers and supervisors were asked to reflect on the level of support that they felt front line staff currently receives when working with families from diverse communities, as well as the organizational strengths and barriers that will help or hinder organizational change.

Respondents were asked, “as a manager/supervisor at the CCAS, do you feel that front-line staff has adequate support of management to effectively address issues facing families from racially diverse communities?” Of the 8 responses to this question, 63% of respondents felt that front-line staff did have adequate flexibility and support. When asked how this might be improved, respondents suggested more education and training, specifically for managers, related to managing issues of oppression.

In terms of the strengths that will help move the organization toward inclusive and anti-racist practice, responses from managers and supervisors mirrored those of staff. They felt that having a commitment and an understanding of the need to change the ways CCAS works with diverse communities was a positive, as was their desire to be inclusive. Another identified strength was that steps toward change have already been taken, including staff training and the hiring of a coordinator to oversee anti-racism organizational change.

With respect to potential barriers to achieving organizational change, three distinct themes emerged. Most prominent was that there is a general negativity toward child protection agencies. This may create challenges in building relationships with community agencies and diverse communities. The second theme that emerged was the time and resources required to make and implement changes in policies and protocols. Similar to a theme that emerged in staff responses, this theme is related to bureaucracy. The final theme related to attitudes among some staff and volunteers. Respondents felt that this was a difficult area to make change, noting that many people are not comfortable acknowledging/discussing racism.

#### **4.5 Summary of Key Findings**

Following is a summary of key findings that emerge from an analysis of survey responses:

- All of the managers and supervisors surveyed had participated in anti-racism training with Gary Dumbrill, and found it to be valuable in understanding how policies of an organization can contribute to racism

- There was strong agreement among the managers and supervisors surveyed (85%) that a formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton
- The majority of managers and supervisors surveyed (78%) felt that the diversity among staff does not reflect the diversity in the community, and 71% of these respondents felt that more diversity would help the CCAS to work more effectively with families from diverse communities
- All of the managers and supervisors surveyed support the need to develop collaborative relationships with community agencies serving individuals and families from diverse racial or cultural communities
- All of the managers and supervisors surveyed support the need to develop collaborative relationships with leaders from diverse racial or cultural communities
- All of the managers and supervisors surveyed felt that the mandate and policies of the CCAS are not or are only basically understood among racially or culturally diverse communities in Hamilton

## **5.0 BOARD OF DIRECTORS SURVEY FINDINGS**

The survey of the CCAS of Hamilton Board of Directors was completed online. An introduction and link to the survey was disseminated via email, with one follow-up reminder. In total, eleven (T=11) out of a total of 16 board members completed the survey. This represents a response rate of 69%.

The following subsections provide an overview of findings from the CCAS Board of Directors survey. The section concludes with a summary of key findings.

### **5.1 Profile of Survey Respondents**

Survey respondents were asked how long they have been a board member at the CCAS of Hamilton. In total, 80% had served on the board from 2 to 5 years, while 20% had served for more than 10 years.

To understand the diversity among board members, respondents were asked to “please identify the community or communities that you identify with, including racial, national, cultural or linguistic communities (eg. Aboriginal, South Asian, Italian, Black, French, etc. You may give more than one response e.g. Irish/Canadian).” While a majority of respondents identified themselves as “Canadian” or of a European cultural group, one respondent also identified with the black community.

### **5.2 The Perceived Need for Change**

Board members were asked, “to what extent do you agree with the following statement: a formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton.”

Overall, there was strong agreement with this statement. In total, 90% reported that they either “agree” (70%) or “strongly agree” (20%). On the other side of the spectrum, 10% reported that they “disagree” with the statement.

To tap into some of the ideas board members might have around organizational change, the survey asked respondents to name one thing the CCAS could do differently to reflect an anti-racist perspective. While some board members did suggest ongoing training to increase awareness on issues of racism, others felt that racism was not an issue within the CCAS and that there are no such perceptions in the community.

In terms of diversity among board members, the survey asked, “do you feel that the diversity among CCAS board members adequately reflects the diversity in our community?” Of the 10 responses to this question, 70% felt that the diversity among the current staff does not reflect the community while 30% believe that it does.

Those who felt that CCAS of Hamilton staff does not reflect the diversity of the community were asked, “do you think that more diversity among staff would help the CCAS to work more effectively with families from racially diverse communities?” Among the 7 respondents to this

question, 43% felt that more diversity would increase the effectiveness of the CCAS in working with diverse families, while 57% felt it would not.

Respondents were asked to elaborate on why more diversity on the board of directors would or would not increase the effectiveness of the CCAS in working with families from diverse communities. Ultimately, while there was acknowledgement that the board is “primarily white”, there is limited support for more diversity among board members. Respondents felt that having more board members from diverse racial or cultural backgrounds would not be relevant to decision making.

### **5.3 Perspectives on Community Collaboration**

A number of questions included in the survey focused on perceptions and perspectives on the value of collaboration with community agencies as well as diverse racial and cultural communities.

Board members were asked, “do you feel that increased collaboration with other community agencies serving racially diverse communities would help the CCAS to better serve racially diverse communities?” Of the 9 responses to this question, 89% believed that they could better serve diverse communities with increased collaboration with community agencies.

Board members were then asked how increased collaboration could help to better serve families from diverse racial or cultural groups. While there was no clear sense of how service might be improved, there was general agreement that any connections or collaborations that would help clients should be pursued. Respondents reiterated, however, that racism is not an issue within the CCAS.

In addition to exploring relationships with community agencies, the survey asked board members, “do you feel that building relationships between the CCAS and leaders from racially diverse communities would help the CCAS to work more effectively with families from diverse communities?” Of the 10 responses to this question, 90% saw value in building such relationships. When asked what these relationships might look like, respondents suggested monthly or annual meetings that would allow for information sharing between the CCAS and various diverse communities.

Related to the need for relationship building, the survey asked board members, “do you feel that the mandate and policies of the CCAS are well understood among racially and culturally diverse communities in Hamilton?” Of the 10 responses to this question, 60% felt that the mandate and policies were “basically understood”, while 40% felt they were “understood”.

### **5.4 Perceptions of Readiness for Change**

In this section of the survey, board members were asked to reflect on the organizational strengths and barriers of the CCAS of Hamilton that will help or hinder organizational change.

In terms of the strengths that will help move the organization toward inclusive and anti-racist practice, respondents felt that the values inherent in the Catholic faith would lead to the “desired result”. Moreover, it was articulated that because the CCAS is a faith-based organization, it has no choice but to accept and help all.

With respect to potential barriers to achieving organizational change, two distinct themes emerged. Primarily, board members suggested that a lack of ongoing education might present a barrier to progress. A second potential barrier that was identified was that staff may have difficulty integrating new policies into practice.

## **5.5 Summary of Key Findings**

Following is a summary of key findings that emerge from an analysis of survey responses:

- There was strong agreement among the board members surveyed (90%) that a formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton
- While the majority of board members surveyed (70%) felt that the diversity among staff does not reflect the diversity in the community, only 43% of these respondents felt that more diversity would help the CCAS to work more effectively with families from diverse communities
- The majority of the board members surveyed (89%) support the need to develop collaborative relationships with community agencies serving individuals and families from diverse racial or cultural communities
- The majority of the board members surveyed (90%) support the need to develop collaborative relationships with leaders from diverse racial or cultural communities
- The majority of the board members surveyed (60%) felt that the mandate and policies of the CCAS are only “basically understood” among racially or culturally diverse communities in Hamilton, while 40% felt they were “understood”

## **6.0 VOLUNTEER SURVEY FINDINGS**

The survey of the CCAS of Hamilton volunteers was distributed in person or by mail, along with a business reply envelope addressed to the Social Planning and Research Council of Hamilton. The response rate for volunteers was low. In total, seven (T=7) volunteers completed the survey, out of a total of 45. This represents a response rate of 15%.

The following subsections provide an overview of findings from the CCAS Volunteer Survey. The section concludes with a summary of key findings.

### **6.1 Profile of Survey Respondents**

Survey respondents were asked how long they have volunteered with the CCAS of Hamilton. In total, 57% had volunteered from 2 to 5 years, while 43% had been a volunteer for 6 to 10 years. All of the respondents identified as volunteer drivers.

### **6.2 The Perceived Need for Change**

Volunteers were asked, “to what extent do you agree with the following statement: a formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton.” There was general agreement with this statement. In total, 83% reported that they “agree” with the statement, while 17% reported that they “disagree.”

In terms of diversity among volunteers, the survey asked, “do you feel that the diversity among CCAS volunteers adequately reflects the diversity in our community?” Of the 7 responses to this question, 14% felt that the diversity among volunteers does not reflect the community, while 86% believe that it does.

Those who felt that CCAS volunteers do not reflect the diversity of the community were asked, “do you think that more diversity among volunteers would help the CCAS to work more effectively with families from racially diverse communities?” Among the 7 respondents to this question, 43% felt that more diversity would increase the effectiveness of the CCAS in working with diverse families, while 57% felt it would not.

### **6.3 Perspectives on Community Collaboration**

A number of questions included in the survey focused on perceptions and perspectives on the value of collaboration, both with community agencies as well as diverse racial and cultural communities. Admittedly, some of these questions are less relevant to volunteers, who are not generally engaged with families.

Volunteers were asked, “do you feel that increased collaboration with other community agencies serving racially diverse communities would help the CCAS to better serve racially diverse communities?” Of the 5 responses to this question, 60% believed that they could better serve diverse communities with increased collaboration with community agencies. When asked how increased collaboration could improve service, it was suggested that it could promote understanding and respect for diverse racial and cultural groups.

In addition to exploring relationships with community agencies, the survey asked volunteers, “do you feel that building relationships between the CCAS and leaders from racially diverse communities would help the CCAS to work more effectively with families from diverse communities?” Of the 5 responses to this question, 80% saw value in building such relationships. When asked what these relationships might look like, respondents suggested building relationships through small social meetings.

#### **6.4 Perceptions of Readiness for Change**

In this section of the survey, volunteers were asked to reflect on the organizational strengths and barriers of the CCAS of Hamilton that will help or hinder organizational change.

In terms of the strengths that will help move the organization toward inclusive and anti-racist practice, respondents felt that the CCAS has a dedicated staff. They also felt that there is a genuine interest on the part of staff and management to make positive change.

With respect to potential barriers to achieving organizational change, respondents identified poor communication and trust issues. They also noted that some people are “set in their ways.”

#### **6.5 Summary of Key Findings**

- There was general agreement among the volunteers surveyed (83%) that a formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton
- The majority of volunteers surveyed (86%) felt that the diversity among volunteers does not reflect the diversity in the community
- The majority of the volunteers surveyed (60%) support the need to develop collaborative relationships with community agencies serving individuals and families from diverse racial or cultural communities
- The majority of the volunteers surveyed (80%) support the need to develop collaborative relationships with leaders from diverse racial or cultural communities

## **7.0 FOSTER PARENT SURVEY FINDINGS**

The survey of CCAS of Hamilton foster parents was distributed in person or by mail, along with a business reply envelope addressed to the Social Planning and Research Council of Hamilton. The response rate for foster parents was low. In total, five (T=5) volunteers completed the survey out of a total of 110. This represents a response rate of less than 5%.

The following subsections provide an overview of findings from the CCAS Foster Parents Survey. The section concludes with a summary of key findings.

### **7.1 Profile of Survey Respondents**

Survey respondents were asked how long they have foster parented with the CCAS of Hamilton. In total, 80% had foster parented from 2 to 5 years, while 20% had been a foster parent for 11 to 20 years.

### **7.2 The Perceived Need for Change**

Foster parents were asked, “to what extent do you agree with the following statement: a formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton.” There was general agreement with this statement. In total, 60% reported that they “agree” with the statement, while 40% reported that they “strongly agree”.

In terms of diversity among foster parents, the survey asked, “do you feel that the diversity among CCAS foster parents adequately reflects the diversity in our community?” Of the 4 responses to this question, 50% felt that the diversity among does not reflect the community while 50% believe that it does.

### **7.3 Perspectives on Community Collaboration**

A number of questions included in the survey focused on perceptions and perspectives on the value of collaboration, both with community agencies as well as diverse racial and cultural communities.

Foster parents were asked, “do you feel that increased collaboration with other community agencies serving racially diverse communities would help the CCAS to better serve racially diverse communities?” Of the 5 responses to this question, 100% believed that they could better serve diverse communities with increased collaboration with community agencies. When asked how increased collaboration could improve service, it was suggested that it could provide opportunities to share information and concerns. They also felt it would provide opportunities “to learn about and consequently become more respectful of other cultures.”

In addition to exploring relationships with community agencies, the survey asked foster parents, “do you feel that building relationships between the CCAS and leaders from racially diverse communities would help the CCAS to work more effectively with families from diverse communities?” Again, of the 5 responses to this question, 100% saw value in building such relationships. When asked what these relationships might look like, respondents suggested that

the CCAS develop “real friendships” with community leaders. They also felt that these relationships should help to create more placement opportunities within racial or cultural communities.

#### **7.4 Perceptions of Readiness for Change**

In this section of the survey, foster parents were asked to reflect on their perceived level of support from management, as well as the organizational strengths and barriers of the CCAS of Hamilton that will help or hinder organizational change.

Foster parents were asked, “as a foster parent with the CCAS, do you feel that you have adequate support of management to effectively address issues facing children from racially diverse communities?”. While all respondents felt that they were supported, they offered two suggestions as to how this could be improved. Foster parents suggested that managers link them to resources and contacts from the racial or cultural community of the child. They also suggested more opportunities to discuss needs and potential community supports.

In terms of the strengths that will help move the organization toward inclusive and anti-racist practice, respondents felt that that the CCAS has forward thinking and open- minded workers.

With respect to potential barriers to achieving organizational change, respondents identified “too much red tape.”

#### **7.5 Summary of Key Findings**

- There was full agreement among the foster parents surveyed that a formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton
- Of the foster parents surveyed, only half felt that the diversity among foster parents does not reflect the diversity in the community. All respondents, however, agreed that more diversity would be a benefit to the CCAS
- All of the foster parents surveyed support the need to develop collaborative relationships with community agencies serving individuals and families from diverse racial or cultural communities
- All of the foster parents surveyed support the need to develop collaborative relationships with leaders from diverse racial or cultural communities

## **8.0 FINDINGS FROM FOCUS GROUPS WITH DIVERSE RACIAL AND CULTURAL COMMUNITIES**

In efforts to understand better the perceptions and perspectives of diverse communities, four focus groups were conducted as part of the study. Specifically, focus groups were conducted with the Filipino & South Asian communities (mixed group), as well as the Latino-American, Aboriginal, and Afro-Caribbean communities.

Focus groups were conducted by facilitators from the Facilitating Inclusion Cooperative. Facilitators from the cooperative are trained in popular education techniques. These techniques are designed to engage all learning styles and the facilitators walk a group through the discussion process.

The outcome of the facilitated process is called a “Collective Action Chart.” The chart has four columns, the first identifying the top three issues raised during the open discussion. The next three columns identify specific actions that could be taken by the individual, their community, and, in this case, the CCAS of Hamilton.

Following are the collective action charts produced from each of the four focus groups. This chapter concludes with a summary of key findings.

## COLLECTIVE ACTION CHART

### Filipino & South Asian Communities T=22

ISSUES	YOU	YOUR COMMUNITY	CCAS
<b>Define “Abuse”</b>	<ul style="list-style-type: none"> <li>▪ Educate myself</li> <li>▪ Participate in the process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in different meetings/ focus groups/workshops</li> <li>▪ Media to play a role/no bias</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a guideline</li> <li>▪ Involve different communities in making the guidelines</li> </ul>
<b>Psycho affect (kids &amp; parents)</b>	<ul style="list-style-type: none"> <li>▪ Right to raise my children the way I want to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be involved &amp; prevent this from happening</li> <li>▪ Support groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Kids to remain in their homes &amp; parents monitored/guided</li> <li>▪ Provide counseling to both kids &amp; parents</li> </ul>
<b>Foster care</b>	<ul style="list-style-type: none"> <li>▪ Encourage my community to be involved</li> <li>▪ Be trained to become a foster parent</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group trainings</li> <li>▪ Encouraged to become foster parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Better incentives to improve care</li> <li>▪ Proper trainings to ethnic communities &amp; other foster parents</li> </ul>

## COLLECTIVE ACTION CHART (CCAS)

### Latino-American Community T=12

<b>ISSUES</b>	<b>YOU</b>	<b>YOUR COMMUNITY</b>	<b>CCAS</b>
<b>Lack of information</b>	<ul style="list-style-type: none"> <li>▪ Educate myself</li> <li>▪ Advocate</li> <li>▪ Share info</li> </ul>	<ul style="list-style-type: none"> <li>▪ Organize educational sessions</li> <li>▪ Use communities' organizations to educate (churches/schools,...)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Different languages (info)</li> <li>▪ Inform community leaders</li> <li>▪ More outreach</li> <li>▪ Make themselves accessible and introduce CCAS to community</li> </ul>
<b>Human resources</b>	<ul style="list-style-type: none"> <li>▪ Advocate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Proposal of hiring or volunteering</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hire more HR (including diversity)</li> </ul>
<b>Discrimination</b>	<ul style="list-style-type: none"> <li>▪ Learn more about other cultures</li> <li>▪ Respect</li> </ul>	<ul style="list-style-type: none"> <li>▪ Share beliefs/values</li> </ul>	<ul style="list-style-type: none"> <li>▪ Educate staff about different cultures</li> <li>▪ Be aware of the issues</li> </ul>

## COLLECTIVE ACTION CHART (CCAS)

### Black Afro-Caribbean Communities T=6

ISSUES	YOU	YOUR COMMUNITY	CCAS
<b>Difference between CAS/CCAS</b>	<ul style="list-style-type: none"> <li>▪ Find out and educate myself</li> </ul>	<ul style="list-style-type: none"> <li>▪ Volunteers from different communities (youth, adult)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outreach (go out to talk to communities about services)</li> <li>▪ Help to translate CCAS materials (pamphlets) into different language</li> <li>▪ Open doors to volunteers from different communities (provide trainings and information sessions)</li> <li>▪ Hire different workers from different backgrounds</li> </ul>
<b>Define terms : abuse/violence/disciplining and culture differences</b>			<ul style="list-style-type: none"> <li>▪ Open discussions between communities and CCAS which may lead to culture inclusion strategies</li> </ul>

## COLLECTIVE ACTION CHART (CCAS)

### Aboriginal Community (service providers) T=8

ISSUES	YOU	YOUR COMMUNITY	CCAS
<b>Accountability/Power Equality</b>	<ul style="list-style-type: none"> <li>▪ Advocate</li> <li>▪ Training with regard to culturally sensitivity issues/ aboriginal centres</li> <li>▪ Educate/ healing strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop a committee</li> <li>▪ Advocate for themselves</li> </ul>	<ul style="list-style-type: none"> <li>▪ Native liaison worker</li> <li>▪ Consider family and traditional values</li> <li>▪ Stop assimilations (children)</li> </ul>
<b>Protocol/Advisory Committee</b>	<ul style="list-style-type: none"> <li>▪ Receive training from CCAS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Needs to be involved in training</li> <li>▪ Develop advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Train communities</li> <li>▪ Consult/ collaborate/ honour the protocol</li> </ul>
<b>Band Reps/Status/ Non-Status</b>	<ul style="list-style-type: none"> <li>▪ Respond to the offer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Include in the protocol (advisory committee)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognize non-status &amp; Métis as aboriginal</li> <li>▪ Respect ID</li> <li>▪ Collaborate with aboriginal agencies</li> </ul>

## 8.1 Summary of Key Findings

Each Collective Action Chart represents the perceptions and perspectives of one or more diverse communities in Hamilton. Through a synthesis of findings from each of the charts, the following key themes emerged:

- The CCAS needs to reach out to diverse communities and agencies supporting diverse communities and build relationships.
- There is a need to improve information sharing between diverse communities and the CCAS
- It was recommended that the CCAS work collaboratively to develop policies and protocols
- That the CCAS needs to increase diversity among staff and volunteers
- That the CCAS train “liaison workers” from diverse communities
- That CCAS staff receive training on cultural diversity
- That the CCAS produce printed materials (forms/brochures) in a range of languages

## **9.0 FINDINGS FROM FOCUS GROUPS WITH CCAS STAFF AND VOLUNTEERS**

Building on survey findings and findings from consultations with diverse community groups, the study incorporated a series of focus group sessions and key informant interviews with CCAS staff and volunteers. Three focus groups were conducted in total, as well as two key informant interviews with CCAS Board Members.

The first focus group was conducted with the advisory committee for the anti-racism organizational change initiative. Attendance at this group session included 5 child protection workers, 5 intake supervisors, 3 managers, 2 volunteers and 1 foster parent. Additional focus groups were conducted with 5 volunteers and 4 foster parents respectively.

All of the focus groups and interviews were conducted using the same format. Questions were built on findings to date, focusing on areas where there was clear support from CCAS staff and volunteers and diverse communities. This provided an opportunity for CCAS volunteer and staff groups to discuss and provide more detailed insight into how to move forward. Findings from these discussions will ultimately help to create and inform a work plan.

Specifically, focus groups and interviews looked at relationship building with community agencies as well as with leaders from diverse communities. This part of the discussions considered the respective benefits and challenges, as well as approaches to relationship building. They also considered the ongoing training needs of respective staff groups.

The following sections provide an overview of findings from interviews and focus groups. Findings from each group discussion and interview are merged under specific topic areas, and combined as common themes.

### **9.1 Developing Relationships with Community Agencies**

This part of the discussions considered the benefits, challenges and potential approaches to building relationships and increasing collaboration between the CCAS and local agencies that support individuals and families from diverse racial and cultural communities.

Benefits:

- Ongoing relationships between the CCAS and community agencies should provide benefits for both groups
- These relationships could help to build trust in child welfare services
- Opportunities for the CCAS to become more educated around the needs of diverse communities and about approaches to working with diverse communities
- Opportunities for the CCAS to understand what services and supports are out there so that staff members may better direct their clients
- Increased networks of community partners can collaborate on fundraising initiatives and proposal development

### *Challenges:*

- Existing perceptions of child welfare among community agencies – particularly among agencies supporting the Aboriginal population
- How to bring the benefits of these relationships to front line workers
- Relationship building takes time and therefore requires dedicated resources over the long term
- Relationships must not put the privacy of clients at risk
- CCAS must be willing to relinquish some power in these relationships
- Cultures are very different so approaches to building relationships must be flexible
- Must be “real” relationships – sincere and purposeful

### *Protocols:*

A discussion of the need for protocols was facilitated during the focus group with the CCAS advisory committee. It was clear from the discussion that staff and management felt the need to be open and flexible in establishing these relationships. It was noted that, given the current perceptions of child welfare agencies and the dynamics of power, the CCAS should listen rather than direct.

## **9.2 Developing Relationships with Leaders from Diverse Communities**

This part of the discussions considered the benefits, challenges and potential approaches to building relationships and increasing collaboration between the CCAS and local leaders from diverse racial and cultural communities.

### *Benefits:*

- This type of outreach could help to build trust and increase communication and information sharing
- Leaders can help the CCAS to understand community dynamics which can be helpful in appreciating a particular client's circumstances
- Increased understanding of how child welfare is currently handled within different communities
- Use these relationships to help identify potential foster homes within diverse communities

### *Challenges:*

- Trust issues – relationships will take time to build
- Community leadership often revolves around religion or religious institutions – will need to be conscious of religious differences as well as cultural differences
- Need to be careful not to breach the privacy of client from diverse communities
- Need to be careful that a relationship between community leaders and the CCAS do not compromise the leader's relationship with the broader community
- Will require a financial investment
- Differentiating from CAS

### *Approaches:*

- Leaders from diverse communities are often “informal leaders.” Communities themselves need to identify their leaders, and leaders may need to be approached in different ways
- Need to build personal connections and real relationships
- Groups had discussions specifically around building relationships with Aboriginal communities. These will be particularly difficult bridges to build given their history with child welfare agencies and the church. It was recommended that the CCAS extend an ‘olive branch’ to the community, but meet on their terms. Additional efforts should be made to understand and appreciate the diversity among aboriginal communities.

### **9.3 Ongoing Education and Training**

This part of the discussions focused on the ongoing education and training needs of CCAS staff and volunteers. Following is a list of training needs and recommendations:

- Education on “white privilege” and power dynamics should be provided to all volunteer and staff groups
- Class, race and gender also need to be explored to be inclusive
- Education on the immigration process
- Education on human rights issues and supports
- Specific education for foster parents on the cultural background of a foster child as well as connections to community supports
- Holidays, celebrations and practices of specific cultures
- Training should be ongoing
- Listen to diverse communities – they can tell us what we need to know
- Be careful when considering ‘cultural norms’ as these are often stereotypes that do not apply to all members of a particular community

## 10.0 SUMMARY AND RECOMMENDATIONS

With a few minor exceptions, there was general agreement among CCAS staff and volunteers, as well as members of racially and culturally diverse communities, that the CCAS would benefit from developing a formal strategy for anti-racist organizational change. Beyond this, there was also agreement around the types of strategies or initiatives that would be effective in making change.

Findings suggest four clear recommendations as a starting point for developing an organizational change strategy. Specific recommendations relate to building collaborative relationships with local agencies that serve diverse racial and cultural groups, with community leaders of diverse racial and cultural groups, by continuing to educate and train CCAS staff and volunteers on anti-racist practice and to increase the diversity of staff and volunteers.

A fifth recommendation that was not widely discussed during the consultations was the need to build in a monitoring and evaluation capacity. Monitoring and evaluation are critical to the implementation of any organizational change strategy. They can help an organization and community to understand how and where their efforts are making a difference, as well as how these efforts can be improved.

While the general recommendations are clear, implementation will certainly require extensive planning at the agency level as well as negotiations with existing community groups and agencies. Following are the five broad recommendations for change based on findings from the study. For each recommendation, relevant input collected through surveys and focus groups is included. This should help to form a foundation for strategic planning and building a work plan to move forward.

### **Recommendation 1:**

***It is recommended that the CCAS of Hamilton build collaborative relationships with community agencies serving diverse racial and cultural groups***

The following points highlight some of the benefits of building collaborative relationships with community agencies as identified by CCAS staff and volunteers, as well as members of diverse racial and cultural communities:

- Ongoing relationships between the CCAS and community agencies should provide benefits for both groups
- These relationships could help to build trust in child welfare services
- Opportunities for the CCAS to become more educated around the needs of diverse communities and approaches to working with diverse communities
- Opportunities for the CCAS to understand what services and supports are out there so that staff members may better direct their clients
- Increased networks of community partners can collaborate on fundraising initiatives and proposal development

The following points highlight some of the challenges to building collaborative relationships with community agencies as identified by CCAS staff and volunteers, as well as members of diverse racial and cultural communities:

- Existing perceptions of child welfare among community agencies – particularly among agencies supporting the Aboriginal population
- How to bring the benefits of these relationships to front line workers
- Relationship building takes time and therefore requires dedicated resources over the long term
- Relationships must not put the privacy of clients at risk
- CCAS must be willing to relinquish some power in these relationships
- Cultures are very different so approaches to building relationships must be flexible
- Must be “real” relationships – sincere and purposeful

Throughout the course of the study there was some discussion around potential approaches to building relationships with community agencies serving diverse racial and cultural groups. While the final approach will need to be developed through a formal planning process, the following points provide some general direction:

- CCAS staff and volunteers felt that the CCAS needs to be open and flexible in establishing these relationships. It was noted that, given the current perceptions of child welfare agencies and the dynamics of power, the CCAS should listen rather than direct.
- There was general agreement among those consulted over the course of the study that the mandate and policies of the CCAS are not well understood among racially or culturally diverse communities in Hamilton. One solution identified was to translate CCAS forms, brochures and other print materials into a variety of languages. Making this information accessible could be a first step in opening lines of communication and building trust with community agencies.

## **Recommendation 2:**

***It is recommended that the Hamilton CCAS builds collaborative relationships with local leaders from diverse racial and cultural groups***

The following points highlight some of the benefits of CCAS building collaborative relationships with community leaders from diverse racial and cultural communities:

- This type of outreach could help to build trust and increase communication and information sharing
- Leaders can help the CCAS to understand community dynamics which can be helpful in appreciating a particular client’s circumstances
- Increased understanding of how child welfare is currently handled within different communities
- Use these relationships to help identify potential foster homes within diverse communities

The following points highlight some of the challenges of building collaborative relationships with community leaders from diverse racial and cultural communities:

- Trust issues – relationships will take time to build
- Diverse communities often organize around religion or religious institutions – will need to be conscious of religious differences as well as cultural differences
- Need to be careful not to breach the privacy of clients from diverse communities
- Need to be careful that relationships between community leaders and the CCAS do not compromise the leader's relationship with the broader community
- This work will require a financial investment and therefore progress will be linked to the availability of resources.
- Differentiating from CAS

Through the course of the study there was some discussion around potential approaches to building relationships with community leaders from diverse racial and cultural groups. While the final approach will need to be developed through a formal planning process, the following points provide some general direction:

- There was general agreement among those consulted over the course of the study that the mandate and policies of the CCAS are not well understood among racially or culturally diverse communities in Hamilton. One solution identified was to translate CCAS forms, brochures and other print materials into a variety of languages. Making this information accessible could be a first step in opening lines of communication and building trust with community agencies.
- Leaders from diverse communities are often “informal leaders.” Communities themselves need to identify their leaders, and leaders may need to be approached in different ways
- Need to build personal connections and real relationships
- Groups had discussions specifically around building relationships with Aboriginal communities. These will be particularly difficult bridges to build, given their history with child welfare agencies and the church. It was recommended that the CCAS extend an ‘olive branch’ to the community, but meet on their terms. Additional efforts should be made to understand and appreciate the diversity among aboriginal communities.
- In describing what these relationships might look like, some staff envisioned committees or consultation processes for the purpose of sharing information on CCAS mandate and policies and on the needs of diverse communities. Others saw an opportunity to identify and develop community advocates to support individual families.
- Some foster parents felt that the CCAS needed to develop “real friendships” with community leaders. They also felt that these relationships should help to create more placement opportunities within racial or cultural communities.

### **Recommendation 3:**

***It is recommended that the Hamilton CCAS continue to provide anti-racist/anti-oppression education and training at all levels of the organization***

There was clear agreement that Hamilton CCAS should continue to provide anti-racist/anti-oppression training at all levels of the organization. The following points highlight some of the specific topics that should be covered:

- Education on “white privilege” and power dynamics should be provided to all volunteer and staff groups
- Class, race and gender also need to be explored to be inclusive
- Education on the immigration process
- Education on human rights issues and supports
- Specific education for foster parents on the cultural background of a foster child as well as connections to community supports
- Holidays, celebrations and practices of specific cultures

In terms of approaches to determining education and training needs, the following points were raised during focus group sessions:

- Listen to diverse communities – they can tell us what we need to know
- Be careful when considering ‘cultural norms’ as these are often stereotypes that do not apply to all members of a particular community

#### **Recommendation 4:**

***It is recommended that the CCAS of Hamilton make efforts to increase the diversity of staff and volunteers across the agency***

The majority of staff and volunteers surveyed during the course of the study agreed that the diversity among CCAS staff and volunteers does not reflect the diversity of the community. Moreover, the majority of these staff and volunteers felt that more diversity would help the CCAS to work more effectively with families from diverse communities. These views were echoed by members of diverse racial and cultural communities who were consulted as part of the research.

When asked to elaborate on why more diversity would increase the effectiveness of the CCAS in working with families from diverse communities, the following points were made by CCAS staff and volunteers:

- Respondents felt that more diversity among staff would increase all staff’s understanding of cultural diversity.
- It was felt that more diversity among staff would help to build trust in the CCAS among diverse communities.

In terms of challenges in creating a more diverse staff and volunteer groups, the following caution was put forward:

- CCAS staff and volunteers warned against staff from diverse communities being “pigeon-holed” or assigned only to cases from their particular community. Not only would this arrangement have no positive impact on the culture of the organization, it would serve to isolate diverse staff members.

It should be noted that the degree to which diversity among staff and volunteers should be increased was not discussed during the consultation process. This should be a key point of discussion at the planning table, where efforts are made increase diversity.

**Recommendation 5:**

***It is recommended that the CCAS develop systems and processes for monitoring progress and evaluating success of specific anti-racist organizational change initiatives***

While there was little discussion of monitoring and evaluation during the course of the study, they are essential components of any organizational change initiative. They can help the organization and the community to understand how and where their efforts are making a difference, as well as how these efforts can be improved upon. As specific strategies and initiatives are developed, monitoring and evaluation tools and processes should be put in place.

## 11.0 REFERENCES

Hall, Susan M. (2005). *Delivering Child Protection Services in an Organizational Culture that is Anti-Oppressive*. SMH Consulting, Dundas.

**Hamilton CCAS Anti-Racism  
Organizational Change Initiative  
Staff Survey**

1. How long have you worked at the Hamilton CCAS?

Less than 1 year

- 2 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years

2. From the categories below, select the one that best matches your current position:

- Child Protection Worker
- Child and Youth Worker
- Parent Support Worker
- Family Management Worker
- IT staff
- Administrative staff
- Legal staff
- Other (please specify) \_\_\_\_\_

3. Please identify the community or communities that you identify with, including racial, national, cultural or linguistic communities (eg. Aboriginal, South Asian, Italian, Black, French, etc. You may give more than one response e.g. Irish/Canadian)

\_\_\_\_\_

4. To what extent do you agree with the following statement:

A formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton.

- Strongly Disagree       Disagree       Agree       Strongly Agree

5. Name one thing the CCAS could do differently to reflect an anti-racist perspective:

\_\_\_\_\_  
\_\_\_\_\_

6. Did you participate in one of the anti-racism training sessions for CCAS staff, presented by Dr. Gary Dumbrill?

- Yes    No

(If "No", please skip to question 7)

6a. If "Yes", did the training help you to understand how the policies and practices of an organization or system can contribute to racism?

- Yes    No

7. Do you feel that the diversity among CCAS staff adequately reflects the diversity in our community?

Yes  No

(If “Yes”, please skip to question 8)

7a. If “No”, do you think that more diversity among staff would help the CCAS to work more effectively with families from racially diverse communities?

Yes  No

7b. Why/why not?

---

---

---

8. When working with families from racially diverse communities, do you collaborate with other community agencies that serve racially diverse communities?

Never  Occasionally  Most Times  Always

9. Do you feel that increased collaboration with other community agencies serving racially diverse communities would help the Hamilton CCAS to better serve racially diverse communities?

Yes  No

(If “No”, please skip to question 10)

9a. If “Yes”, in what ways do you believe that increased collaboration would help the Hamilton CCAS to better serve racially diverse communities?

---

---

---

10. Do you feel that the mandate and policies of the CCAS are well understood among racially and culturally diverse communities in Hamilton?

Not understood  Basically understood  Understood  Well understood

10a. How could this information be better communicated?

---

---

---

11. Do you feel that building relationships between the Hamilton CCAS and leaders from racially diverse communities would help the CCAS to work more effectively with families from diverse communities?

Yes  No

(If “No”, please skip to question 12)

11a. If “Yes”, what should these relationships look like?

---

---

---

12. As an employee of the CCAS, do you feel that you have the flexibility and support of management to effectively address issues facing families from racially diverse communities?

Yes  No

12a. How could this be improved?

---

---

---

13. In your opinion, what are the main strengths of the CCAS that will help move the organization toward inclusive and anti-racist practice?

---

---

---

14. What are the potential barriers to achieving this change?

---

---

---

15. Do you have any additional comments or suggestions?

---

---

---

**Thank you for completing the survey. Your opinions and perspectives are important to us.**

# Hamilton CCAS Anti-Racism Organizational Change Initiative

## Manager/Supervisor Survey

1. How long have you worked at the Hamilton CCAS?

Less than 1 year

- 2 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years

2. How long have you been a manager/supervisor at the Hamilton CCAS?

Less than 1 year

- 2 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years

3. Please identify the community or communities that you identify with, including racial, national, cultural or linguistic communities (eg. Aboriginal, South Asian, Italian, Black, French, etc. You may give more than one response e.g. Irish/Canadian)

---

4. To what extent do you agree with the following statement:

A formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton.

- Strongly Disagree       Disagree       Agree       Strongly Agree

5. Name one thing the CCAS could do differently to reflect an anti-racist perspective:

---

---

6. Did you participate in one of the anti-racism training sessions for CCAS staff, presented by Dr. Gary Dumbrill?

- Yes    No

(If "No", please skip to question 7)

6a. If "Yes", did the training help you to understand how the policies and practices of an organization or system can contribute to racism?

- Yes    No

7. Do you feel that the diversity among CCAS managers/supervisors adequately reflects the diversity in our community?

Yes  No

(If “Yes”, please skip to question 8)

7a. If “No”, do you think that more diversity among managers/supervisors would help the CCAS to work more effectively with families from racially diverse communities?

Yes  No

7b. Why/why not?

---

---

---

8. When working with families from racially diverse communities, do you collaborate with other community agencies that serve racially diverse communities?

Never  Occasionally  Most Times  Always

9. Do you feel that increased collaboration with other community agencies serving racially diverse communities would help the Hamilton CCAS to better serve racially diverse communities?

Yes  No

(If “No”, please skip to question 10)

9a. If “Yes”, in what ways do you believe that increased collaboration would help the Hamilton CCAS to better serve racially diverse communities?

---

---

---

10. Do you feel that the mandate and policies of the CCAS are well understood among racially and culturally diverse communities in Hamilton?

Not understood  Basically understood  Understood  Well understood

10a. How could this information be better communicated?

---

---

---

11. Do you feel that building relationships between the Hamilton CCAS and leaders from racially diverse communities would help the CCAS to work more effectively with families from diverse communities?

Yes  No

(If “No”, please skip to question 12)

11a. If “Yes”, what should these relationships look like?

---

---

---

12. As a manager/supervisor at the Hamilton CCAS, do you feel that front-line staff has adequate support of management to effectively address issues facing families from racially diverse communities?

Yes  No

12a. How could this be improved?

---

---

---

13. In your opinion, what are the main strengths of the CCAS that will help move the organization toward inclusive and anti-racist practice?

---

---

---

14. What are the potential barriers to achieving this change?

---

---

---

15. Do you have any additional comments or suggestions?

---

---

---

**Thank you for completing the survey. Your opinions and perspectives are important to us.**

# Hamilton CCAS Anti-Racism Organizational Change Initiative

## Board of Directors Survey

1. How long have you been a board member at the Hamilton CCAS?

Less than 1 year

- 2 to 5 years
- 6 to 10 years
- More than 10 years

2. Please identify the community or communities that you identify with, including racial, national, cultural or linguistic communities (eg. Aboriginal, South Asian, Italian, Black, French, etc. You may give more than one response e.g. Irish/Canadian)

---

4. To what extent do you agree with the following statement:

A formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

5. Name one thing the CCAS could do differently to reflect an anti-racist perspective:

---

---

---

6. Did you participate in one of the anti-racism training sessions for CCAS staff, presented by Dr. Gary Dumbrill?

- Yes
- No

(If "No", please skip to question 7)

6a. If "Yes", did the training help you to understand how the policies and practices of an organization or system can contribute to racism?

- Yes
- No

7. Do you feel that the diversity among CCAS board members adequately reflects the diversity in our community?

- Yes
- No

(If “Yes”, please skip to question 8)

7a. If “No”, do you think that more diversity among board members would help the CCAS to work more effectively with families from racially diverse communities?

Yes  No

7b. Why/why not?

---

---

---

8. Do you feel that increased collaboration with other community agencies serving racially diverse communities would help the Hamilton CCAS to better serve racially diverse communities?

Yes  No

(If “No”, please skip to question 9)

8a. If “Yes”, in what ways do you believe that increased collaboration would help the Hamilton CCAS to better serve racially diverse communities?

---

---

---

9. Do you feel that the mandate and policies of the CCAS are well understood among racially and culturally diverse communities in Hamilton?

Not understood  Basically understood  Understood  Well understood

9a. How could this information be better communicated?

---

---

---

10. Do you feel that building relationships between the Hamilton CCAS and leaders from racially diverse communities would help the CCAS to work more effectively with families from diverse communities?

Yes  No

(If “No”, please skip to question 12)

11a. If “Yes”, what should these relationships look like?

---

---

---

12. In your opinion, what are the main strengths of the CCAS that will help move the organization toward inclusive and anti-racist practice?

---

---

---

13. What are the potential barriers to achieving this change?

---

---

---

14. Do you have any additional comments or suggestions?

---

---

---

**Thank you for completing the survey. Your opinions and perspectives are important to us.**

# Hamilton CCAS Anti-Racism Organizational Change Initiative

## Volunteer Survey

1. How long have you been a volunteer for the Hamilton CCAS?

- Less than 1 year
- 2 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years

2. From the categories below, select those that best match your volunteer work with the Hamilton CCAS (please select all that apply):

- Driver
- Tutor
- Special friend
- Administration
- Clothing depot
- Special events
- Other (please specify): \_\_\_\_\_

3. Please identify the community or communities that you identify with, including racial, national, cultural or linguistic communities (eg. Aboriginal, South Asian, Italian, Black, French, etc. You may give more than one response e.g. Irish/Canadian)

\_\_\_\_\_

4. To what extent do you agree with the following statement:

A formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton.

- Strongly Disagree       Disagree       Agree       Strongly Agree

5. Name one thing the CCAS could do differently to reflect an anti-racist perspective:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Do you feel that the diversity among CCAS volunteers adequately reflects the diversity in our community?

- Yes    No

(If "Yes", please skip to question 7)

6a. If “No”, do you think that more diversity among volunteers would help the CCAS to work more effectively with families from racially diverse communities?

Yes  No

6b. Why/why not?

---

---

---

7. When working with children/families from racially diverse communities, do you collaborate with other community agencies that serve racially diverse communities?

Never  Occasionally  Most Times  Always  Not Applicable

8. Do you feel that increased collaboration with other community agencies serving racially diverse communities would help the Hamilton CCAS to better serve racially diverse communities?

Yes  No

(If “No”, please skip to question 9)

8a. If “Yes”, in what ways do you believe that increased collaboration would help the Hamilton CCAS to better serve racially diverse communities?

---

---

---

9. Do you feel that the mandate and policies of the CCAS are well understood among racially and culturally diverse communities in Hamilton?

Not understood  Basically understood  Understood  Well understood

8a. How could this information be better communicated?

---

---

---

10. Do you feel that building relationships between the Hamilton CCAS and leaders from racially diverse communities would help the CCAS to work more effectively with families from diverse communities?

Yes  No

(If “No”, please skip to question 11)

10a. If “Yes”, what should these relationships look like?

---

---

---

11. As a volunteer for the Hamilton CCAS, do you feel that you have adequate support of management to effectively address issues facing families/children from racially diverse communities?

Yes  No

11a. How could this be improved?

---

---

---

12. In your opinion, what are the main strengths of the CCAS that will help move the organization toward inclusive and anti-racist practice?

---

---

---

13. What are the potential barriers to achieving this change?

---

---

---

14. Do you have any additional comments or suggestions?

---

---

---

**Thank you for completing the survey. Your opinions and perspectives are important to us.**

# Hamilton CCAS Anti-Racism Organizational Change Initiative

## Foster Parent Survey

1. How long have you been a Foster Parent for the Hamilton CCAS?

- Less than 1 year
- 2 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years

2. Please identify the community or communities that you identify with, including racial, national, cultural or linguistic communities (eg. Aboriginal, South Asian, Italian, Black, French, etc. You may give more than one response e.g. Irish/Canadian)

---

3. To what extent do you agree with the following statement:

A formal strategy for anti-racism organizational change, developed with input from CCAS staff, management and volunteers, could help the CCAS to work more effectively with racially diverse communities in Hamilton.

- Strongly Disagree       Disagree       Agree       Strongly Agree

4. Name one thing the CCAS could do differently to reflect an anti-racist perspective:

---

---

---

5. Do you feel that the diversity among CCAS Foster Parents adequately reflects the diversity in our community?

- Yes    No

(If "Yes", please skip to question 6)

5a. If "No", do you think that more diversity among Foster Parents would help the CCAS to work more effectively with families from racially diverse communities?

- Yes    No

5b. Why/why not?

---

---

---

6. When foster parenting children from racially diverse communities, do you collaborate with other community agencies that serve racially diverse communities?

- Never     Occasionally     Most Times     Always     Not Applicable

7. Do you feel that increased collaboration with other community agencies serving racially diverse communities would help the Hamilton CCAS to better serve racially diverse communities?

- Yes    No

(If “No”, please skip to question 8)

7a. If “Yes”, in what ways do you believe that increased collaboration would help the Hamilton CCAS to better serve racially diverse communities?

---

---

---

8. Do you feel that the mandate and policies of the CCAS are well understood among racially and culturally diverse communities in Hamilton?

- Not understood     Basically understood     Understood     Well understood

8a. How could this information be better communicated?

---

---

---

9. Do you feel that building relationships between the Hamilton CCAS and leaders from racially diverse communities would help the CCAS to work more effectively with families from diverse communities?

- Yes    No

(If “No”, please skip to question 10)

9a. If “Yes”, what should these relationships look like?

---

---

---

10. As a Foster Parents for the Hamilton CCAS, do you feel that you have adequate support of management to effectively address issues facing children from racially diverse communities?

- Yes    No

10a. How could this be improved?

---

---

---

11. In your opinion, what are the main strengths of the CCAS that will help move the organization toward inclusive and anti-racist practice?

---

---

---

12. What are the potential barriers to achieving this change?

---

---

---

13. Do you have any additional comments or suggestions?

---

---

---

**Thank you for completing the survey. Your opinions and perspectives are important to us.**

# Collective action chart

Issues	You	Your community	CCAS

## CCAS Focus Group Format

Introductions

Overview of research process

Building on findings to date

### **1. Increased collaboration with local agencies that support individuals/families from diverse racial/cultural communities**

The majority of staff and volunteers supported increased collaboration with local agencies and identified 2 key benefits: increased referral networks and improving communication/information sharing

Additional benefits?

Protocols for engaging with community partners?

Challenges?

### **2. Building relationships with leaders from diverse racial /cultural communities**

Again, the majority of staff and volunteers supported the idea of building these relationships

- That the model should be developed with input from staff and the Board
- They should serve to open lines of communication directly to communities
- To identify and develop community advocates to support individual families

Additional benefits?

To what degree could the CCAS collaborate with community leaders in developing policies and protocols?

Challenges?

### **3. Given the history between child protection and the Aboriginal community, are there any special considerations in building relationships with community agencies and community leaders?**

### **4. The need for ongoing education and training was identified throughout the surveys and focus groups. What specific types of training would be most valuable for staff and volunteer groups?**

Foster parents

Volunteers

Staff

Managers

Board of Directors