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Needs assessment of services available to Filipino youth and their families

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Needs Assessment of Services Available
To Filipino Youth and Their Families

By

Augustine Mark Lapid

A Research Report Presented to
The Faculty of the College of Social Work
San Jose State University

In Partial Fulfillment
Of the Requirements for the Degree
Masters of Social Work

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Abstract

This is an action project designed to assess the services needs of Filipino youth and their families in the County of Santa Clara. This is a qualitative study that surveyed service agencies providing services to youth and their families in the County of Santa Clara.

A telephone survey that was constructed by the researcher was used to collect data on services available to Filipino youth and their families in the County of Santa Clara. A sampling frame of 15 agencies was compiled to participate in this project. These agencies included those receiving funding from the United Way and were selected from their Directory of Services. The administered survey consisted of 12 questions that assessed needs for services that are culturally competent and language appropriate. Other questions surveyed the ethnic make-up of each agency's staff to assess the availability of Filipino staff members and the agency's level of cultural competency. Also asked were questions on the availability of culturally appropriate services. Finally, this project assessed whether each agency provided language appropriate services to Filipino youth and their families in languages and dialects other than English.

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Chapter 1: Introduction

Filipino and Filipino-Americans are the largest Asian population living in the United States. They are mostly concentrated in the western region. Northern California, specifically the Bay Area, is home to many communities where Filipinos comprise a significant percentage of the population. According to 1990 Census data, 70,000 Filipinos live in the County of Santa Clara (County of Santa Clara Social Services Agency, 1997). Because of the vast number of Filipinos in this particular county, there is a need to provide services that target this ethnic group and that address the issues specific to them.

It is questionable whether services that address the needs of Filipino youth and their families are being provided. The geographic composition of the Philippine Islands can be seen as a contributing factor to the issues specific to Filipinos. The Philippines is comprised of over 7,000 islands. Due to the geographic make-up of the Philippines, many islands have distinct cultural practices, traditions, and languages that are specific to that region and that differ from other islands or groups of islands. One of the main issues concerning Filipinos and the nature of this research project is the diversity of languages and dialects. It is estimated that there are more than 100 different dialects that are spoken by the people of the Philippines.

This special action project is a needs assessment to examine the need for services that specifically target Filipino youth and their families in the County of Santa Clara. The survey addresses the question: "Are current services being

provided by local agencies culturally competent and language appropriate for Filipino youth and their families?"

This needs assessment was conducted under the auspices of the Filipino Youth Coalition (FYC). This San Jose based community organization was created in 1992 in order to address issues specific to Filipino youth and young adults by providing various school-based prevention, intervention, educational and recreational programs and activities in several middle schools, high schools and colleges in the County of Santa Clara. The aggregated data and a report will be used by FYC as a data base to help support the agency in acquiring funding for services for Filipino youth and their families.

Due to the diversity existing in the County of Santa Clara, concerns have emerged by social service agencies around the issues of providing services that address the needs of clients while being sensitive to each client's culture and language. The growing numbers of Filipinos and Filipino-Americans in Santa Clara County are accompanied by the need for services that are culturally and language sensitive. Because most Filipinos have immigrated to the United States only within the last 30 years, many come educated but speak English only as a second or third language.

As described earlier, the Filipino culture is very diverse within itself. Many Filipinos have different cultural practices and speak a native dialect that may not be Tagalog, which is the national language that is taught in schools. Many of these parents not only have to deal with language and cultural barriers in their assimilation process, but also have to contend with raising children in a

different culture and society. This can pose many problems. Children of first-generation Filipino parents have to struggle with old world ideals and practices, while growing-up in a new world environment. This is what makes this project so interesting, as it is designed to evaluate the cultural competency and language sensitivity of existing programs for youth and their families. The goal of this project is to establish the need for appropriate services to Filipino youth and their families.

This paper cites literary sources that examine the importance, significance and need for culturally competent and language appropriate services. These sources provide supportive information that are used as the basis for this project's theoretical framework. This paper also presents the methodology used for the study, which includes: the study design, sampling plan, measures and data collection techniques. Finally, the paper concludes with an analysis of the collected data which includes a summary addressing the timetable of each component of the project, the results of the project and finally, limitations encountered by the researcher in gathering and collecting the data.

Chapter 2: Literature Review

For the purpose of this research study, an extensive search was conducted on literature that focuses on components relevant to this study. These components included cultural competency, the delivery of services to ethnic populations, language, and the Filipino culture.

Cultural competence has become a major focal point in the delivery of services in the helping profession. The word "culture" is used to imply the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group" (Focal Point, 1988). Culture is a major influence on how one lives, interacts, and interprets their environment. It often determines an individual's values and attitudes, providing them with a design for living and a guide for interacting with their environment (Health Resources and Services Administration, 1996). Along with culture, the word "competency" implies the ability and capacity to function effectively (Focal Point, 1988). This notion of cultural competence, has been viewed as a continuous learning process that is developed throughout a professional's career rather than an acquired skill that is learned over a fixed amount of time. As a process that begins through the self-assessment, recognition and understanding of one's own cultural influences, cultural competency then transcends itself into the practice, skill, and knowledge of providing services to clients (Romero, 1997).

As an overview, cultural competency enables professionals and agencies working within a system, the ability to provide effective services in cross-cultural

situations. It helps to establish congruent behaviors, attitudes, and policies, in order for clients to receive effective, sensitive and appropriate services (Focal Point, 1988). A culturally competent program demonstrates the ability to understand and be sensitive to differences in culture when designing, implementing, and evaluating programs (Health Resources and Services Administration, 1996). Culturally competent programs acknowledge and accept culture as a major factor towards shaping behaviors and values.

The attitudes and means by which organizations function can be influenced by its level of cultural competency. Each professional and organization's level of cultural competency can be seen as a value that guides how the delivery of services are provided to their clients. This value is not only translated in the work done directly with clients, but is also relevant to the internal functions of the agency, as well as how the agency relates to its surrounding community (Santa Clara County Social Service Agency, 1997). Gant (1996) reinforces the importance of cultural competence in service delivery as it appears to "enable human services professionals to feel better and more efficacious about their work" (p.168).

The delivery of services to clients are not as effective in their intent if the interventions and treatment are not personally relevant to each individual client who is receiving them. In order to be effective, these services must coincide and be personally relevant with the cultural influences that effect the functioning in each client's environment (Chavez as cited in Romero, 1997). Providers must understand the cultural lenses by which clients view and interpret their issues

(Romero, 1997). This understanding can be viewed as a sense of cultural relativism which allows providers the tools to judge and interpret the behavior and beliefs of their clients in terms of the clients' traditions and experiences (Smith in <http://www.dgim.ucsf.edu/pods/terms.html>, 1997).

The Health Resources and Services Administration (1996) recommends that the evaluation of programs and services must measure how the program addresses and incorporates culture in its design and implementation. Recognized as a challenge, effective interventions must include psycho-social and clinical assessments that factor into the equation of the client's own definition of culture, family, and community (Romero, 1997).

Language is an important factor that needs to be recognized when providing services. In order to humanize client services, professionals need to focus on language as it provides a means to make explicit the ways in which clients can depict their concerns and issues (Green, 1995). Language is viewed as a body of words and the systems for their use of that are common to a people of the same culture (Webster, 1997). Language is therefore a product of culture, a "behaviorally active agent" that can signify the ethnic and cultural affiliation of individuals and also serve as the means by which they communicate (Green, 1995, p.118). Spradley (as cited in Green, 1995) supports the importance of focusing on language. According to Spradley, "Different languages create and express different realities" (pp.118-119).

Romero (1997) notes the importance of language as a product of culture through its non-verbal ways. She states that only a mere "seven percent of our

communication is verbal” as opposed to “Ninety-three percent of our communication is non-verbal, i.e. body language.” Therefore body language communication is also learned and transmitted through the culture of an individual.

As for the culture and language of the Philippines, the subtle variations in culture and language can be attributed to its geographic make-up. The Philippine Islands is an archipelago of close to 7,000 islands. It is comprised of 3 main regions: Luzon to the north, the Visayan Islands to the southeast, and Mindanao and its surrounding islands at the very south (Takaki, 1989). Because of its vast amount of islands, many variations in language and customs were derived. Though Tagalog, the national language, and English are amongst several languages taught in school, the Philippine islands is home to nearly 100 different dialects. Some of these dialects are as foreign to each other as the next.

Chapter 3: Theoretical Framework

This study focuses on assessing Santa Clara County's needs for services for Filipino youth and their families. As indicated in the literature review, several themes had to be addressed to research this topic. These themes of cultural competency, delivery of services to ethnic populations, language and the Filipino culture are the basis for the construction of the telephone survey used in this research study. Each agency that participated in this research study was asked questions pertaining to these themes with the intent of showing that there is a definite need for the availability of services that are culturally competent and language sensitive to Filipino youth and their families.

Questions one and two focus on the staffing of each agency. Question number one asks "What is the total number of staff members that provide direct client services at your agency?" Question number two follows number one by asking, "Of that total number, how many of your staff members identify themselves as Filipino or Filipino-American?" This is asked to provide an approximate percentage or ratio of staff members already identifying with the culture of Filipinos, as compared to the total number of those providing direct services in each agency.

The types of services provided by each agency are addressed in questions numbered three through six. The survey attempts to gain an overview to assess if each participating agency provides services targeted towards the youth population as well as services for families. The survey asks each agency to specify these types of services for youth and families. The intention of this

section is to identify services that are already in existence and being provided to youth and families.

Language is a product of culture and provides a means to make explicit the ways in which clients can depict their concerns and issues (Green, 1995). Many Filipino family's consist of first generation parents whose first language is not English, but rather their native dialect. Based on this view of language as a product of culture that provides a means to depict their concerns and issues, along with Spradley's (as cited in Green, 1995) view that "different languages create and express different realities" (pp 118-119), questions seven, eight and nine evaluate each agency for availability of services in languages other than English. Question number nine specifically asks, "What languages other than English do Filipino staff members speak?" Based on the fact that the Philippine Islands is a nation with approximate 100 different dialects spoken, this question assesses if the services mentioned earlier in the survey are also available in languages specific to Filipino clients.

The theme of each agency's level of cultural competency is addressed in questions ten, eleven and twelve. Because Santa Clara County is very diverse in its cultural and ethnic make-up, these questions are aimed towards assessing if each agency provides trainings for its staff members on working with clients from diverse backgrounds. If so, does each agency require staff members to attend these trainings, and how often are these training made available to staff members? These questions are based on literature supported by that of Romero (1997) and Focal Point (1988).

Focal Point (1988), mentions that in order to work with different cultures, one must have "competency," which implies the ability and capacity to function effectively. As stated earlier, cultural competency has been viewed as a continuous learning process that is developed throughout a professional's career rather than an acquired skill that is learned over a fixed amount of time. Therefore, continuous training and education must somehow be provided or acquired by service providers. Romero (1997) supports this notion further by agreeing that cultural competency is a process that begins through self-assessment, recognition and understanding of one's own cultural influences which then transcends itself into the practice, skill and knowledge of providing services to clients. Finally, Focal Point (1988) suggests that cultural competency enables professionals and agencies working within a system, the ability to provide effective services in cross-cultural situations.

The focus of this project is towards assessing the need for culturally competent and language sensitive services to Filipino youth and their families. It is based on the theory that the delivery of services to clients are not as effective in their intent and goal if the interventions and treatment are not personally relevant to each individual client who is receiving them. This personal relevance includes familiarity and sensitivity towards the culture and language of Filipino clients.

Chapter 4: Methodology

The primary goal of this project is to determine if there is a need for services that are culturally competent and language sensitive to Filipino youth and their families. The desired outcome is to utilize the aggregated data and formulate a report that is used as a database by the Filipino Youth Coalition to help develop grant proposals and acquire funding. This need for services project originates from the lack of counseling and support services for Filipino parents and their children in the County of Santa Clara.

The study population consists of 15 agencies who were selected from the United Way Directory of Human Services. All of these agencies are located in various geographical parts of Santa Clara County. The participating agencies were cross-referenced and were listed under several titles and sections in the United Way Directory. Of the 15 agencies selected, a total of 11 agencies participated in the study. Six of these agencies were listed in the service index section under the subtitle Individual/Group Counseling under the main title of Child Protective and Care Services. Three of the participating agencies were chosen because in their agency description, they specifically stated that they provided services to Asian populations. Finally, the last two of the 11 participating agencies were specifically requested by the Executive Director of the Filipino Youth Coalition and are also listed in the United Way Directory of Human Services.

The instrument used in this needs assessment was a telephone survey that was comprised of 12 questions that were both open and closed-ended.

These questions assessed each agency's number of staff, availability of youth and family-based services, availability of services in languages other than English, and the provision and requirement of diversity trainings and workshops to agency staff members. The instrument was administered by the researcher through use of a telephone.

The names of the agencies that participated in this needs assessment study were kept separate from their actual responses. Numbers were assigned to an agency on a master list. Only corresponding numbers appeared on the actual survey that was used during the interview process. Each staff member from each agency was informed that participation in the study was voluntary and the information they provided would be confidential. The completed surveys were kept in a locked file cabinet and were only viewed by the instructor and the researcher.

Chapter 5: Results

As discussed earlier in the Methodology section, this study utilized a survey that was administered via the telephone. The researcher specifically asked to interview an employee of each agency who was responsible for information and referral services. Though 15 agencies were chosen for this project, only 11 agencies took part in the surveys. Of the 11 total agencies that participated in the study, six were listed in the service index section under the subtitle Individual/Group Counseling under the main title of Child Protective and Care Services. Three of the participating agencies were chosen because, in their agency description, they specifically stated that they provided services to Asian populations. Finally, the last two of the 11 participating agencies were specifically requested by the Executive Director of the Filipino Youth Coalition and are also listed in the United Way Directory of Human Services.

The data compiled from this study was not used to compare service agencies to each other. Rather, it was compiled to give an overview of services already in existence. The data analysis of the results of this study is descriptive in nature. The results are presented in a format which follows the order of the telephone survey beginning with questions one and two.

The first research question asks, "What is the total number of staff members that provide direct client services at your agency?" The second question asks, "Of that total number how many of your staff members identify themselves as Filipino or Filipino-Americans?" Table 1 indicates responses for questions one and two by the eleven participating agencies.

Table 1

Total Number of Staff and Filipino Staff at Each Agency

Agency Number	Staff Size	
	Total	Filipino Staff
A1	21	1
A3	50	5
A5	40	0
A6	11	11
A7	23	3
A8	30	4
A10	50	1
A11	--	--
A12	58	0
A14	40	1
A15	22	0
Total	345	26

Note. The Agency labeled "A11" did not have the available figures for questions one and two. Though follow-up telephone calls were made to acquire these proper figures, the researcher was unable to receive the proper figures for this table.

Research questions numbered three through six assess the types of services provided by each agency. Research question number three asks, "Does your agency provide any youth services?" All of the agencies answered "Yes" to this question. In order to assess what are the specific types of youth services available, question number four asks, "If so, what are those services?" Because all eleven agencies responded "yes" to question three, Figure 1 displays the types of youth-based services the participating agencies offer. Figure 1 also displays in percentages the number of agencies that offer counseling, residential, personal growth and prevention services. Each of these services is described in more detail as each category represents various particular services.

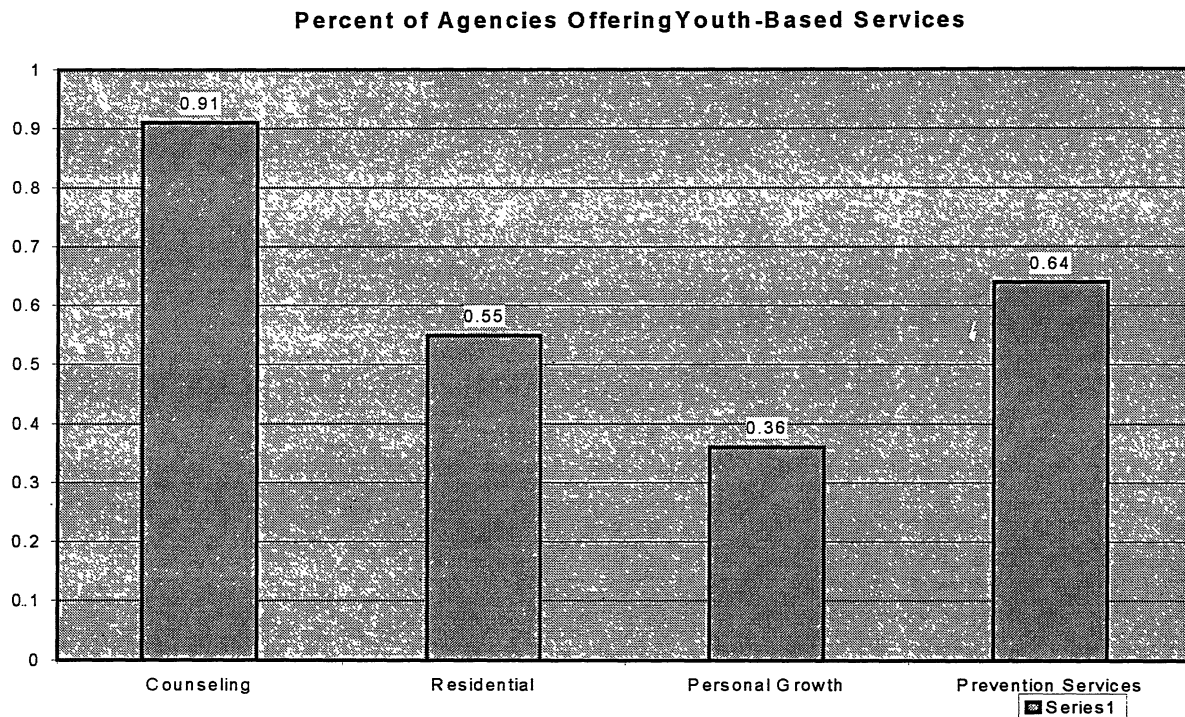


Figure 1. Counseling services include: a 24-hour crisis line, general counseling programs, outpatient substance abuse programs and support groups.

Residential services include: residential treatment programs, transitional living services, shelter services and home-based services. Personal Growth services include: programs aimed at teaching leadership skills, mentorship programs and anger-management educational groups. Prevention Services include: cultural awareness programs, community outreach services, referrals, resources and diversion programs.

Similar to Figure 1, Figure 2 displays the findings for the research question number six. Research question number five asks each agency, "Does

your agency provide any family-based services?" All of the agencies provided a "yes" response to question number five. Research question number six is a follow-up question to number five and asks, "If so what are those services?" Just as displayed in Figure 1, Figure 2 the types of family-based services the participating agencies offer. Figure 2, like Figure 1, also displays in percentages the number of agencies that offer counseling, residential, personal growth and prevention services. Though the categories in Figure 2 are the same, the individual services that fall within each category vary.

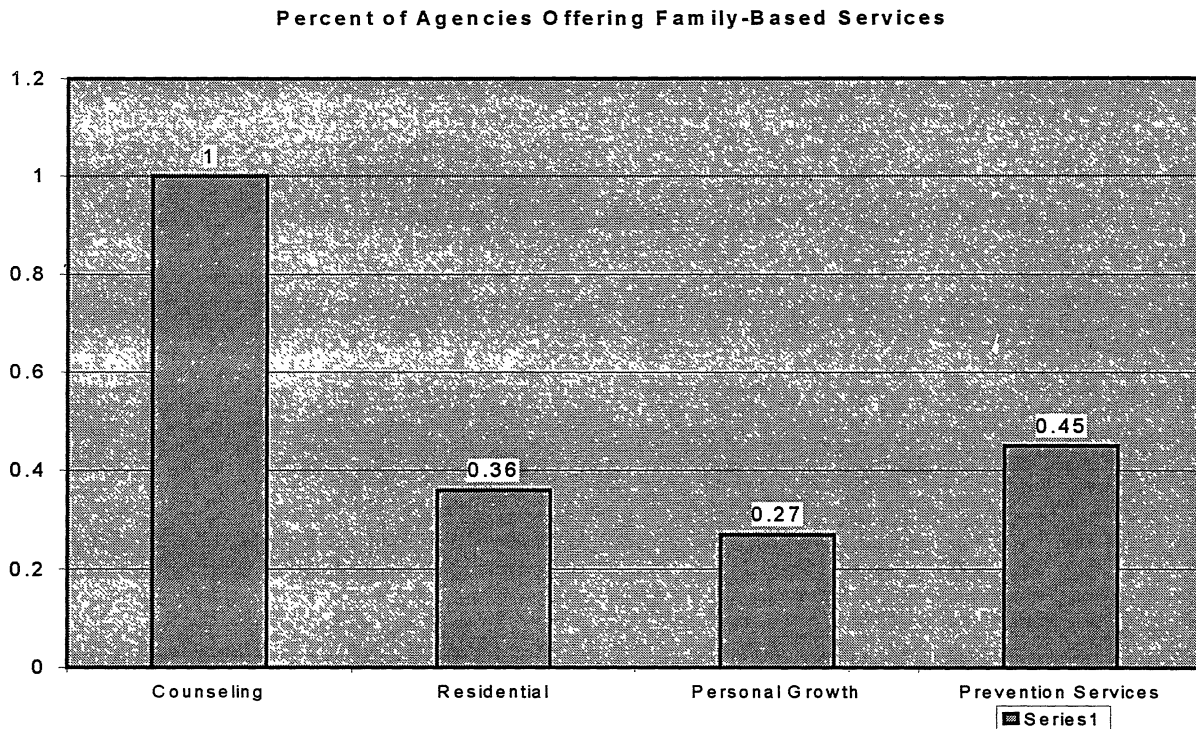


Figure 2. Counseling Services include: a crisis line service, general counseling services, support group programs, family counseling services and couples/marital counseling. Residential Services include: in-home support services and residential programs. Personal Growth Services include: parenting programs. Prevention Services include: case management services, programs offering resources and referrals, substance abuse and pregnancy prevention programs, school-based related services and mentorship programs.

Each agency was then asked research question number seven, "Does your agency provide any services in any languages other than English?" The response to this particular question generated the same findings that research

questions three and five produced. All the agencies provided a "yes" response to research question number seven.

In order to assess the exact languages each agency, research question number eight is a follow-up question to number seven and asks, "If so what are they?" Table 2 displays the findings by providing the languages that were given in response to question eight. Table 2 also displays in percentages how many agencies provide services in each particular language.

Table 2

Does your agency provide services in any languages other than English (q#7)?
If so, what are they (q#8)?

<u>Agencies offering services in this language</u>		
<u>Languages:</u>	<u>Total</u>	<u>Percentage</u>
Spanish	8	73%
Vietnamese	6	55%
Cambodian	4	36%
Tagalog (Filipino)	4	36%
Mandarin	2	18%
Russian	2	18%
American Sign	1	9%
Cantonese	1	9%
Greek	1	9%
Ilocano (Filipino)	1	9%
Japanese	1	9%
Laotian	1	9%
Lithuanian	1	9%
Punjabi	1	9%

Research question number nine also pertains to the concept of language appropriate services. For those agencies who have Filipino or Filipino-American staff members (Table 1), question number nine asks, "What languages other than English do Filipino staff members speak?" As illustrated in Table 1, seven of the eleven agencies interviewed employed at least one staff member who identified themselves as either Filipino or Filipino-American. Table 3 displays the languages which these Filipino staff members speak and also displays in percentages how many of the total number of agencies provide services in each particular language.

Table 3

What languages other than English do Filipino staff members speak (q#9)?

<u>Agencies where Filipino staff speak other language(s)</u>		
Languages:	Total	Percentage
Tagalog (Filipino)	6	55%
Ilocano (Filipino)	2	18%
Spanish	2	18%
Atiqueno	1	9%
Ilongo	1	9%
Russian	1	9%
None	5	45%

The next section of the survey focuses on each agency's provisions and requirements for cultural competency trainings. Research question number ten asks, "Does your agency provide staff trainings or workshops addressing issues around working with clients from diverse backgrounds?" Research question number eleven then asks each agency, "Are staff members required to attend trainings that address working with clients from diverse backgrounds?" Table displays the findings for research questions ten and eleven.

Table 4

<u>Agency</u>	<u>Does agency provide diversity trainings/workshops(q#10)</u>	<u>Are staff required to attend trainings/workshops (q#11)</u>
A1	yes	yes
A3	yes	yes
A5	yes	yes
A6	yes	no
A7	yes	yes
A8	yes	no
A10	yes	yes
A11	no	no
A12	yes	yes
A14	yes	yes
A15	yes	yes

Finally, research question number twelve assesses the frequency of diversity trainings provided by those agencies who responded “yes” to research question ten. Research question number twelve asks, “How often are these workshops or trainings offered to staff members?” Figure 3 displays the findings for question number twelve and presents the data in percentages of how often the participating agencies offer these trainings.

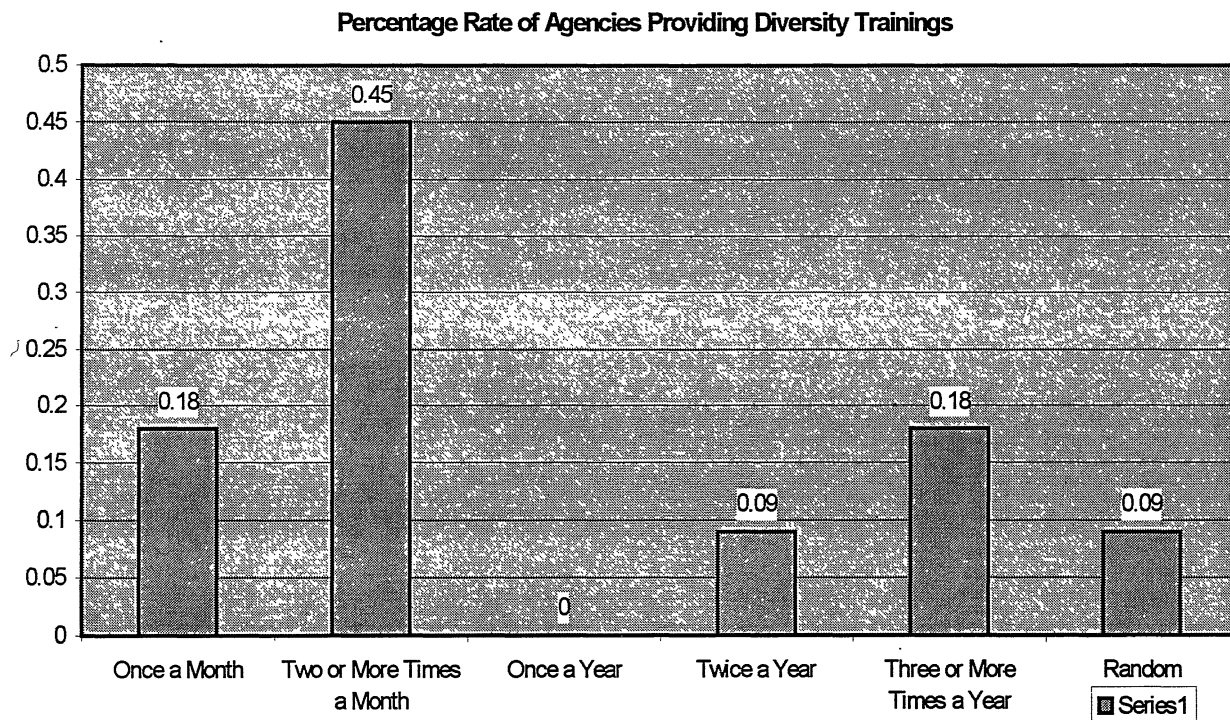


Figure 3. Of those agencies that provide diversity trainings, how often are they offered to staff members?

Chapter 6: Discussion and Implications

The results of this research study suggest that there is a need for language sensitive and culturally competent services in the County of Santa Clara especially those services for Filipino youth and their families. It must be acknowledged that, though this project studied eleven agencies, there are several other agencies in the County of Santa Clara that provide youth and family services that did not participate in this study.

The results found in research questions numbers one and two displays a comparison in the total number of staff members to the total number of Filipino or Filipino-American staff at each agency. Of the ten agencies that responded to research question number one, a combined total of all ten agencies resulted in 345 staff members at the ten participating agencies. Of those same ten agencies, the findings of research question number two resulted in a combined total of 26 staff members who identify themselves as either Filipino or Filipino-American. This is equivalent to only 7.5% of the total number of staff members at the ten agencies who identify themselves as Filipino or Filipino-American.

Research questions three through six analyze services already in existence to serve both youth and their families. Results from this section display that there exist a wide range of services that are both youth-based as well as family-based. As displayed in Figure 1, 91% of the participating agencies offer Youth-based Counseling Services. In conjunction with this finding, Figure 2 displays the findings of 100% of the participating agencies offer Family-based Counseling Services. Youth-based Residential Services resulted

in 55% of the agencies as opposed to Family-based Residential services being offered at 36% of the agencies. Youth-based Personal Growth programs are offered in 36% of the agencies and Family-based Personal Growth programs in 27%. Prevention services produced a result of 64% for Youth-based services and 45% for Family-based services.

According to the results, it is noted that almost all of the participating agencies have focused programs which provide Counseling services for both youth and families. Counseling services are available to families at all the agencies and available at ten of the eleven agencies for youth. Results display that the next largest area of focus for services exist in Prevention Services for both youth and families. Residential services for both youth and family follow Prevention services. Finally, the area with the least amount of Youth-based and Family-based programs at the participating agencies fall under the classification of Personal Growth Services. It is recognized by the researcher that there exist a consistency of availability in services from Youth-based services to Family-based services. For both Youth-based and Family-based services, it is identified through the results that Counseling services are a main area of service delivery followed in order by Prevention services, Residential services and finally, Personal Growth services.

The results for research questions seven through nine assess the areas of service delivery and language appropriate services. As mentioned in the Theoretical Framework section, language is a crucial component as it is a product of culture that provides a means to make explicit the ways in which

clients view and express their concerns and issues (Green, 1995). When assessed by research question seven, "Does your agency provide services in any languages other than English?", all eleven agencies gave a "yes" response. Table 2 displays the findings to research question eight, which is a follow-up question to number seven. The results display that services in Spanish are the most available at 73% of the agencies, followed by Vietnamese (55%), Cambodian (36%), Tagalog (36%) and Russian and Mandarin (both at 18%). American Sign, Cantonese, Greek, Ilocano (Filipino), Japanese, Laotian, Lithuanian and Punjabi were the other identified languages and each was available at only 9% of the participating agencies. These results imply that there youth-based and family-based services in languages other than English. However, the results also imply that services in any other language than English are most readily available in only Spanish at nearly three-fourths of the agencies with Vietnamese services being accessible at a little over one-half. For purposes of this study, the results imply that only 36% of the agencies provide youth and family-based services in the Filipino language of Tagalog and only 9% in the dialect of Ilocano.

Chapter 7: Limitations

Several limitations of this study have been identified. First, the study was very limited in regards to the number of agencies participating in the interview process. Though a sampling of 15 agencies were identified as potential participants, only 11 agencies provided a staff member to voluntarily participate in the telephone survey. It needs also be mentioned that the researcher's original intent was to gather a sampling size consisting of agencies from the United Way Directory of Human Services who are listed in the 'Services Index' section as providing youth services to Asians or Asian-Americans. The results of this preliminary research did not yield a sampling size equaling 15 agencies. It was therefore decided that the researcher needed to broaden the agency profile to include any agencies providing youth and family-based services, which included three agencies specifically requested by the Executive Director of the Filipino Youth Coalition.

The use of a telephone survey also provided some project limitations. Utilizing a telephone survey created some limitations especially in regards to speaking to the appropriate staff member responsible for information or referral services or leaving a message and having this staff member return the telephone call.

A second limitation came from the use of several open-ended questions. During many of the interviews, answers for each open-ended question were many. This would at times force the interviewer to write down the responses to the questions very quickly, while attempting to be as accurate as possible. Many

times the researcher was forced to ask those interviewed to repeat their answers.

The other limitation detected by utilizing a telephone survey was the amount of time for an interview. Because a telephone survey was chosen as the means to collect data, the telephone survey itself, needed to be kept very short in order to keep the interviewee interested. The questions also needed to be ones that could be answered during the actual telephone interview without forcing the interviewee to conduct any extensive research that may require a follow-up phone call.

This particular scenario did take place with the agency labeled, 'A11'. The exact figures for research questions numbered one and two were not readily available to the staff member being interviewed at the time the survey was being conducted. The staff member asked that she be contacted at a latter date in order to obtain those correct figures. The research made three follow-up calls and left messages for the staff member. The researcher did not receive any returned phone calls or messages containing the proper figures for research questions one and two.

Chapter 8: Summary, Conclusions and Recommendations

The results of this research project reflect a need for services to Filipino youth and their families in the County of Santa Clara that are both language sensitive and culturally competent. Due to the growing computer industry and economy, the Silicon Valley will continue to grow in size and numbers. With this continued growth, more and more people from diverse backgrounds will continue to make the County of Santa Clara their home. The results of this research project show that presently, the services that do exist do not meet the language and cultural needs of not only Filipinos, but also the needs of other languages and cultures, as well.

With the growing trends in population and diverse populations that this county will continue to experience, service agencies need to refocus their delivery systems in order to develop and provide appropriate services to the residents of this county. More attention needs to focus around the dedication of service agencies to provide and require staff members to attend trainings and obtain education in working with Filipinos, as well as other diverse populations. Attention must also be refocused towards the delivery of services to include language sensitive services for Filipinos and other cultures in order to provide effective interventions.

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Takaki, Ronald. (1989). Strangers from a different shore: A history of asian americans. Boston, MA: Little, Brown, and Co.

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SW 298: SPECIAL STUDY

SPECIAL ACTION PROJECT: NEEDS ASSESSMENT
TELEPHONE SURVEY OF SERVICES
AVAILABLE TO FILIPINO YOUTH & THEIR FAMILIES

1. What is the total number of staff members that provide direct client services at your agency?
2. Of that total number, how many of your staff members identify themselves as Filipino or Filipino-Americans?
3. Does your agency provide any youth services? YES NO
4. If so, what are those services?
5. Does your agency provide any family-based services? YES NO
6. If so what are they?
7. Does your agency provide services in any languages other than English? YES NO
8. If so what are they?
9. What languages other than English do Filipino Staff members speak?
10. Does your agency provide staff trainings or workshops addressing issues around working with clients from diverse backgrounds? YES NO
11. Are staff members required to attend trainings that address working with clients from diverse backgrounds? YES NO
12. If so, how often are these workshops or trainings offered to staff members?



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UNIVERSITY

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**Explanatory Statement About Participation in a Project to Assess the Need for
Services to Filipino Youth and Their Families in the County of Santa Clara**

San Jose State University

Being conducted by
A. Mark Lapiz, BS Human Development

I understand that I am being asked to participate in a research study. My participation on the availability of services for Filipino Youth and their families will involve answering questions that will be conducted by use of a telephone survey. It should take no more than 30 minutes to complete the questions. The questions will be about the ethnic make-up of each agency's staffing and availability of services in languages specific to Filipino's and their culture. The results of this study will be used as a database to help support the Filipino Youth Coalition in acquiring funding for services for Filipino youth and their families.

My consent is being given voluntarily without being coerced. I may decline answer to any question or questions. I may withdraw from the study at anytime without prejudice to my relations with the Filipino Youth Coalition, or any relationship I may have with San Jose State University.

I understand that there is no risk to participating. There is no direct benefit except for having participated in a research study. I will not receive any compensation for my participation. Results of this study will be available to participants upon request.

The information I provide will remain confidential. This information will be used for scientific purposes only. It will be published in a form in which I can never be identified as an individual. I will not be identified by name.

Any questions I might have about my participation in this study will be answered by Dr. Josephine Mendez-Negrete (408)924-5850. For questions or complaints about research subject's rights, I may contact Serena Stanford, Ph.D., Associate Academic Vice President for Graduate Studies and Research (408)924-2480.

My completion of the phone interview serves to acknowledge my willingness to be a participant in this study. I understand that I can keep this letter of information.

**San Jose State University
College of Social Work**

Field Agency's Approval of Research Project Prospectus

Instructions: This form must be completed by all students participating in University-related research projects, including S.W. 298 projects. The form should be completed and submitted to the student's S.W. 298 instructor or faculty sponsor. All students are expected to advise their agencies of the content of their research projects as well as plans related to their proposed methodology, data collection, and data analysis activities. Completion of this form does not remove the obligations of students to complete other college, university, or agency research review and approval procedures/policies.

If significant changes are made in the project a new form must be completed and submitted. All S.W. 298 students must complete and submit this form prior to commencing their actual research work with data collection or clients; and in any event before the end of their first semester of study.

The field instructor's or other agency representative's signature certifies that the student has discussed and shared their plans with the agency, and that the agency is not in opposition to the project. The S.W. 298 instructor and/or other college officials should be contacted if there are any concerns, questions, or objections.

Name of Student: A. Mark Lapiz Name of Agency _____
 Field Instructor's Name Jorge Gonzalez F.I.'s Telephone # _____
 SJSU Instructor's Name J. Mendez-Negrete Semester(s) _____
 Proposed Topic: _____

Brief Description of Project – Timelines, Sample/Subjects, and Methodology:

Signature of Student A. Mark Lapiz Date 12/16/97
 Signature of Field Inst./Agency Rep. Jorge R. Gonzalez Date 12/23/97
 Signature of 298 Instructor/College Rep. J. Mendez-Negrete PhD Date 12/16/97