



National Center for
Cultural Competence

Georgetown University Center for
Child and Human Development

Cultural and Linguistic Competence Assessment for Disability Organizations

Overview/Purpose

Organizational self-assessment is a necessary, effective, and systematic way to plan for and incorporate cultural and linguistic competency. An assessment should address the attitudes, behaviors, policies, structures and practices of an organization, including those of its board, staff, and volunteers. It should also elicit the perspectives and experiences of diverse individuals and communities served.

While there are many tools and instruments to assess organizational cultural and linguistic competence, few have been developed to address the cross-section of organizations concerned with disability. The Cultural and Linguistic Competence Assessment for Disability Organizations (CLCADO) was developed specifically for this purpose. The CLCADO is intended to support organizations to: (1) plan for and incorporate culturally and linguistically competent values, policies, structures, and practices in all aspects of their work; (2) enhance the quality of services, supports, and advocacy provided to diverse and underserved communities; (3) effect change in education, training, technical assistance, research, and public policy; and (4) advance cultural and linguistic competence as an essential approach to address racial and ethnic disparities and promote equity for people who experience disabilities and their families.

Conceptual Framework of the CLCADO

The CLCADO is based on three assumptions: (1) achieving cultural competence is a developmental process at both the individual and organizational levels; (2) with appropriate support, individuals can enhance their cultural awareness, knowledge and skills over time; and (3) cultural strengths exist within organizations or networks but often go unnoticed and untapped.¹ The CLCADO and the outcomes of the assessment process are intended to assist organizations to identify their strengths and areas for growth. The CLCADO examines a wide range of data specific to the goals and core functions of disability organizations including: *Our World View*, *Who We Are*, *What We Do*, and *How We Work*. While the terms cultural competence and linguistic competence are often used in tandem, for the purposes of the CLCADO, each is defined differently. Refer to Definitions and Key Concepts on page 2.

¹ Mason, J. L. (1996). *Cultural Competence Self-Assessment Questionnaire: A Manual for Users*. Portland, OR: Research and Training Center on Family Support and Children's Mental Health, Portland State University.

Definitions and Key Concepts

Cultural Competence

The NCCC embraces a conceptual framework and model of achieving cultural competence adopted from the Cross et al. definition. Cultural competence requires that organizations:

- have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures that enable them to work effectively cross-culturally.
- have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge, and (5) adapt to the diversity and cultural contexts of the individuals, families, and communities they serve.
- incorporate the above in all aspects of policy making, administration, practice, service delivery and systematically involve consumers, families, and communities.¹

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge, and skills along the cultural competence continuum.

Linguistic Competence

Definitions of linguistic competence vary considerably. Such definitions have evolved from diverse perspectives, interests, and needs and are incorporated into state legislation, federal statutes and programs, private sector organizations, and academic settings. The following definition, developed by the NCCC, provides a foundation for determining linguistic competence in health care, mental health, and other human service delivery systems. It encompasses a broad spectrum of constituency groups that could require language assistance or other supports from an organization, agency, or provider.

Linguistic competence is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse groups including persons of limited English proficiency, those who have low literacy skills or are not literate, individuals experiencing disabilities, and those who are deaf or hard of hearing. Linguistic competence requires organizational and provider capacity to respond effectively to the health and mental health literacy needs of populations served. The organization must have policies, structures, practices, procedures, and dedicated resources to support this capacity. These requirements may include, but are not limited to:

- bilingual/bicultural or multilingual/multicultural staff;
- cross-cultural communication approaches;
- cultural brokers;
- foreign language interpretation services including distance technologies;
- sign language interpretation services;
- multilingual telecommunication systems;
- videoconferencing and telehealth technologies;
- TTY and other assistive technology devices;
- computer assisted real time translation (CART) or viable real time transcriptions (VRT);
- print materials in easy to read, low literacy, picture and symbol formats;
- materials in alternative formats (e.g., audiotape, Braille, enlarged print);
- varied approaches to share information with individuals who experience cognitive disabilities;
- materials developed and tested for specific cultural, ethnic, and linguistic groups;
- translation services including those of:
 - legally binding documents (e.g., consent forms, confidentiality and patient rights statements, release of information, applications)
 - signage
 - health education materials
 - public awareness materials and campaigns; and
 - ethnic media in languages other than English (e.g., television, radio, Internet, newspapers, periodicals).²

Culturally Appropriate

Denotes an approach that considers multiple cultural factors (e.g., beliefs, values, norms, language, experiences, gender, sexual orientation, gender identity or expression, age, class, education) in the design and delivery of services, training, research, collaboration/partnerships, and community engagement.³

Cultural Brokering

Is the act of bridging, linking, or mediating between groups or persons of different cultural backgrounds for the purpose of reducing conflict or producing change. Retrieved September 10, 2010, from <http://www11.georgetown.edu/research/guchd/nccc/resources/brokering.html>

Cultural Brokers

A go-between, one who advocates on behalf of another individual or group. Retrieved September 14, 2010, from <http://www11.georgetown.edu/research/guchd/nccc/resources/brokering.html>

Culture

There are many definitions of culture. For the purposes of the CLCADO instrument and guide, culture is defined as a system of collectively held values, beliefs, and practices of a group which guides thinking and actions in patterned ways.⁴

Disability

New definitions of disability are emerging that are intended to “create a society in which all people are valued and included.” Retrieved September 14, 2010, from <http://www.disabilityisnatural.com>. For example, NIDRR, National Center for Medical Rehabilitation Research’s definition is: “Disability arises at the interface between a person’s functional abilities and the environment’s accessibility.” The Web site also has information on disability etiquette and tips on communication with individuals experiencing disabilities. One of the best take-home tips is, “When you see, meet, or think about a person experiencing a disability, presume competence.” Retrieved September 14, 2010, from <http://www.disabilityisnatural.com>

Disparity

For the purposes of the CLCADO, disparity is defined as inequality of outcome or condition between cultural groups or differences in outcomes or conditions between cultural groups that are not predictable based on the number of group members present in the general population. Retrieved August 23, 2010, from http://calswec.berkeley.edu/CalSWEC/05_AAF_Glossary.doc

Disproportionality

Disproportionality refers to the underrepresentation or overrepresentation of a particular group in a program or system. Disproportionality is often defined in terms of racial or ethnic backgrounds, but population categories of interest in determining whether disproportionality exists can also include socioeconomic status, national origin, English proficiency, gender, and sexual orientation.⁵

Disproportionality has been documented for many decades in systems such as special education, juvenile justice, and criminal justice. For example, researchers have found that historically, a student’s race and ethnicity can significantly influence the probability of misidentification, misclassification, or inappropriate placement in special education.

Equity

For the purposes of this instrument, equity is defined as the equal opportunity to be healthy for all population groups. Equity is the absence of socially unjust or unfair disparities in access to services, quality of services, and health and mental health outcomes.⁶

Ethnicity

How one sees oneself and how one is “‘seen by others as part of a group on the basis of presumed ancestry and sharing a common destiny....’ (Zenner, 1996, page 393). Common threads that may tie one to an ethnic group include skin color, religion, language, customs, ancestry, and occupational or regional features.”⁷ In addition, persons belonging to the same ethnic group share a unique history different from that of other ethnic groups. Usually a combination of these features identifies an ethnic group. For example, physical appearance alone does not consistently identify one as belonging to a particular ethnic group.

Health Disparity

A health disparity is a particular type of health difference that is closely linked with social or economic disadvantage. Health disparities adversely affect groups of people who have systematically experienced greater social or economic obstacles to health based on their racial or ethnic group, religion, socioeconomic status, gender, mental health, cognitive, sensory or physical disability, sexual orientation, geographic location, or other characteristics historically linked to discrimination or exclusion.⁸

Institutional Review Board

An Institutional Review Board (IRB) is an entity established by organizations that conduct research. It has the authority and responsibility to protect the welfare and rights of all people who are involved in the conduct of research. IRBs perform a comprehensive review of all research plans that involve human subjects. They ensure the ethics of studies and their scientific efficacy. IRB members may include, but are not limited to, researchers, educators, scientists, community members, clergy, consumers, and advocates. Those institutions funded by the federal government and which conduct research must have an IRB.

Policy

Policy is defined, for the purposes of this instrument, as a high-level overall plan embracing the philosophy, general goals, and acceptable procedures within an organization or governing body.⁹

Race

There is an array of different beliefs about the definition of race and what race means within social, political, and biological contexts. The following definitions represent these perspectives:

- Race is a social construct used to separate the world’s peoples. There is only one race, the human race, comprising individuals with characteristics that are more or less similar to others.¹⁰
- Evidence from the Human Genome Project indicates that the genetic code for all human beings is 99.9% identical; there are more differences within groups (or races) than across groups.
- The Institute of Medicine (IOM) states that in all instances race is a social and cultural construct. Specifically a “construct of human variability based on perceived differences in biology, physical appearance, and behavior.”¹¹ The IOM states that the traditional conception of race rests on the false premise that natural distinctions grounded in significant biological and behavioral differences can be drawn between groups.¹²
- A tribe, people, or nation belonging to the same stock; a division of humankind possessing traits that are transmissible by descent and sufficient to characterize it as a distinctive human type.

Resiliency

For the purposes of the CLCADO instrument and guide, definitions of resiliency are the ability to:

- recover readily from illness, depression, or adversity;¹³ and
- recover from or adjust easily to misfortune, change, or stress.¹⁴

Citations for Key Terms and Definitions:

1. Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). *Towards a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed* (Vol. 1). Washington, DC: Georgetown University Child Development Center.
2. Goode, T. D., & Jones, W. A. (2006). Definition of linguistic competence. National Center for Cultural Competence, Georgetown University Center for Child and Human Development.
3. Goode, T. D., & Jones, W. (2007). *Planning and implementing culturally and linguistically competent primary health care: A guide for health ministries*. Washington, DC: Pan American Health Organization.
4. Wenger, A. F. Z. (1993). The cultural meaning of symptoms. *Holistic Nursing Practice*, 7(2), 22-35.
5. Elementary & Middle Schools Technical Assistance Center. (n.d.). Disproportionality. Retrieved August 23, 2010, from <http://www.emstac.org/registered/topics/disproportionality/faqs.htm>
6. Byrd, M., & Clayton, L. (2003). Racial and ethnic disparities in health care: A background and history. In B. D. Smedley, A. Stith, & A. Nelson (Eds.), *Unequal treatment: Confronting racial and ethnic disparities in health care*. Washington, DC: Institute of Medicine, National Academies Press.
7. Haynes, M. A., & Smedley, B. D. (Eds.). (1999). *The unequal burden of cancer: An assessment of NIH research and programs for ethnic minorities and the medically underserved*. Washington, DC: National Academy Press.
8. Haynes, M. A., & Smedley, B. D. (Eds.). (1999). *The unequal burden of cancer: An assessment of NIH research and programs for ethnic minorities and the medically underserved*. Washington, DC: National Academy Press.
9. Merriam-Webster Online Dictionary. Definition of policy. Retrieved May 17, 2010, from <http://www.merriam-webster.com/dictionary/Policy>
10. Haynes, M. A., & Smedley, B. D. (Eds.). (1999). The burden of cancer among ethnic minorities and medically underserved populations, in *The unequal burden of cancer: An assessment of NIH research and programs for ethnic minorities and the medically underserved*. Washington, DC: National Academy Press.
11. Haynes, M. A., & Smedley, B. D. (Eds.). (1999). The burden of cancer among ethnic minorities and medically underserved populations, in *The unequal burden of cancer: An assessment of NIH research and programs for ethnic minorities and the medically underserved*. Washington, DC: National Academy Press.
12. Haynes, M. A., & Smedley, B. D. (Eds.). (1999). *The unequal burden of cancer: An assessment of NIH research and programs for ethnic minorities and the medically underserved*. Washington, DC: National Academy Press.
13. Online Dictionary Reference. Definition of resilience. Retrieved May 17, 2010, from <http://dictionary.reference.com/browse/resilience>
14. Merriam-Webster Online Dictionary. Definition of resilience. Retrieved May 17, 2010, from <http://www.merriam-webster.com/dictionary/resilience>

Guidelines for Completing the CLCADO

This instrument requires that you respond to detailed questions about cultural and linguistic competence within the context of your organization. Questions elicit your opinion about your organization's values, and knowledge of your organization's core functions and supporting policy related to cultural and linguistic competence. It is important to answer every question to the best of your knowledge. Remember there are no right or wrong answers. Please check only one box for each question. Refer to the *Guide for Using the Cultural and Linguistic Competence Assessment for Disability Organizations* for detailed instruction on conducting a self-assessment process.

Our World View

This section asks for the perspectives about: (1) the organization's world view of cultural diversity and approaches to inclusion and equity, (2) the extent to which this world view guides organizational behavior and is established policy, and (3) the organization's philosophy, values, and commitment to cultural and linguistic competence.

Please check only one box per item.

In my view, our organization:

1. Understands and is committed to the value of cultural diversity. ☐ Not at All ☐ A Little ☐ Somewhat ☐ Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

2. Recognizes and respects the great degree of diversity among people who experience disabilities (e.g., race, ethnicity, language, gender, sexual orientation, gender identity or expression, country of origin, socioeconomic status, religion/spirituality, U.S. territories, tribal communities, and geographic locale- urban, rural, suburban, frontier). ☐ Not at All ☐ A Little ☐ Somewhat ☐ Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

3. Recognizes that perceptions and beliefs about disability are culturally-defined. ☐ Not at All ☐ A Little ☐ Somewhat ☐ Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

4. Understands that disability is only one aspect of diversity and cultural identity. ☐ Not at All ☐ A Little ☐ Somewhat ☐ Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

5. Acknowledges the importance of cultural values, norms, and traditions to the diverse group of people who experience disabilities and their families. ☐ Not at All ☐ A Little ☐ Somewhat ☐ Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

In my view, our organization:

6. Is committed to serving, supporting, and advocating with and on behalf of people who experience disabilities and their families across all cultural groups. ☐ Not at All ☐ A Little ☐ Somewhat ☐ Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

7. Is committed to including persons from diverse cultural and linguistic communities in all aspects of our work. ☐ Not at All ☐ A Little ☐ Somewhat ☐ Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

8. Is committed to addressing racial and ethnic disparities among the population of people who experience disabilities, including disparities in:

- | | | | | |
|--------------------------|-------------------------------------|-----------------------------------|-----------------------------------|------------------------------------|
| • Health care | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| • Behavioral health care | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| • Education | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| • Housing | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| • Employment | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

9. Is committed to addressing disproportionality among students from diverse racial and ethnic groups in educational settings. ☐ Not at All ☐ A Little ☐ Somewhat ☐ Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

10. Raises awareness about racial and ethnic disparities experienced by people with disabilities among the following:

- | | | | | |
|---|-------------------------------------|-----------------------------------|-----------------------------------|------------------------------------|
| a. Federal Government | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| b. State Government | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| c. Leaders in the academic/research community | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| d. The press/media | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| e. Professionals who support people experiencing disabilities | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| f. Public policy opinion leaders | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| g. Individuals who experience disabilities and their families | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| h. Advocates | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| i. Organizational membership | <input type="checkbox"/> Not at All | <input type="checkbox"/> A Little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |

11. Believes it is our responsibility to address the bias, discrimination, and racism that impact people who experience disabilities from diverse cultural and linguistic groups and their families. ☐ Not at All ☐ A Little ☐ Somewhat ☐ Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

In my view, our organization:

12. Ensures that cultural and linguistic competence is fully integrated into all aspects of our work. ☐ Not at All ☐ A Little ☐ Somewhat ☐ Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

13. Has leadership “buy-in” and commitment to cultural and linguistic competence. ☐ Not at All ☐ A Little ☐ Somewhat ☐ Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. ☐ Yes ☐ No ☐ Don't Know

14. Our organization could benefit from some help with addressing cultural and linguistic competence in our vision, mission, and guiding principles.

COMMENTS: _____

[illegible]

Who We Are

This section examines the cultural diversity of staff, board members, and others who do the work of the organization. It also probes training and ongoing professional development needed to support cultural and linguistic competence. The items in this section apply to people with and without disabilities.

Please check only one box per item.

- The cultural diversity of people who reside in the U.S., its territories, and in tribal communities is reflected in our:

a. Board Members	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have a Board
b. Organizational Leadership	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	
c. Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	
d. Consultants	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Use Consultants
e. Contractors	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Use Contractors
f. Membership	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Members
g. Faculty	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Faculty
h. Interns & Fellows	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Interns or Fellows
i. Volunteers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Volunteers

- Our organization requires and provides orientation about our philosophy, policies, and practices related to cultural and linguistic competence for all:

a. Board Members	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have a Board
b. Organizational Leadership	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	
c. Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	
d. Consultants	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Use Consultants
e. Contractors	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Use Contractors
f. Faculty	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Faculty
g. Interns & Fellows	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Interns or Fellows
h. Volunteers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Volunteers

- Our organization requires and provides regular in-service and/or training opportunities in cultural and linguistic competence for:

a. Board Members	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have a Board
b. Organizational Leadership	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	
c. Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	
d. Consultants	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Use Consultants
e. Contractors	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Use Contractors
f. Faculty	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Faculty
g. Interns & Fellows	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Interns or Fellows
h. Volunteers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Volunteers

Who We Are Continued

4. Our organization provides mentoring, coaching, and/or other supports to apply cultural and linguistic competence to the work of:

a. Board Members	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have a Board
b. Organizational Leadership	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	
c. Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	
d. Consultants	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Use Consultants
e. Contractors	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Use Contractors
f. Faculty	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Faculty
g. Interns & Fellows	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Interns or Fellows
h. Volunteers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Volunteers

5. Our organization includes knowledge and skills related to cultural and linguistic competence in position descriptions or qualifications for:

a. Board Members	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have a Board
b. Organizational Leadership	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	
c. Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	
d. Consultants	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Use Consultants
e. Contractors	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Use Contractors
f. Faculty	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Faculty
g. Interns & Fellows	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Interns or Fellows
h. Volunteers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In Progress	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Do Not Have Volunteers

6. Our organization includes knowledge and skills related to cultural and linguistic competence in performance evaluations. ☐ Yes ☐ No ☐ In Progress ☐ Don't Know

7. Our organization has an advisory board or council that includes people who experience disabilities and their families from culturally and linguistically diverse groups. ☐ Yes ☐ No ☐ In Progress ☐ Don't Know

COMMENTS: _____

What We Do

This section examines how cultural and linguistic competence applies to the core functions of your organization, including: 1) Conferences, Education, and Training; 2) Public Policy, Legislation and Advocacy; 3) Community Engagement, Partnership, and Collaboration; 4) Publications and Information Dissemination; 5) Fundraising and Grant Writing; 6) Supporting a Research Agenda; and 7) Direct Services and Supports.

Please check only one box per item.

PART 1: CONFERENCES, EDUCATION, AND TRAINING

When planning conferences, meetings, or education/training activities, our organization:

1. Facilitates the participation of people with disabilities from diverse cultural and linguistic backgrounds by:

a. Waiving registration fees	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
b. Providing travel stipends	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
c. Providing funding for family supports (e.g., respite care)	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
d. Arranging for a family member or direct support professional to attend	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
e. Providing language assistance (e.g., foreign language interpretation, document/materials translation)	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know

2. Incorporates culturally and linguistically competent practices by:

a. Issuing calls for abstracts/proposals that include issues of concern to people who experience disabilities from culturally and linguistically diverse groups.	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
b. Including review criteria for abstracts/proposals to address cultural and linguistic diversity.	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
c. Providing speakers/presenters with guidelines to address culture, language, and racial and ethnic diversity when relevant to their topic area.	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know

3. Incorporates culturally and linguistically competent practices by:

a. Providing speakers/presenters with guidance on how to prepare and address the needs of diverse audiences (e.g., literacy, materials accessibility, foreign language interpretation services).	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
b. Including evaluation criteria that assess the relevance of content for diverse groups and communities.	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know

Part 1: Conferences, Education, and Training Continued

4. Takes culture and language into account when pairing people who experience disabilities with their peers for any training activities designed for them. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know

PART 2: PUBLIC POLICY, LEGISLATION AND ADVOCACY

Our organization:

1. Analyzes current legislation/regulations to determine the extent to which they address:
- a. The needs and interests of people who experience disabilities from diverse racial, ethnic, and linguistic groups. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Racial and ethnic disparities among people who experience disabilities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
2. Advocates for changing existing or creating new legislation/regulations that address:
- a. The needs and interests of people who experience disabilities from diverse racial, ethnic, and linguistic groups. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Racial and ethnic disparities among people who experience disabilities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
3. Provides information on legislation and public policies that affects people who experience disabilities from diverse cultural and linguistic groups. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
4. Advocates with and on behalf of people who experience disabilities from diverse racial and linguistic groups. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
5. Advocates for public policy that requires systems of services and supports that are:
- a. Culturally competent ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Linguistically competent ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
6. Advocates for the elimination of disparities for people who experience disabilities based on:
- a. Race and Ethnicity ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Language(s) Spoken or Used ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - c. Geography ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - d. Gender ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - e. Sexual orientation, gender identity or expression ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - f. Religious or spiritual affiliation ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know

PART 3: COMMUNITY ENGAGEMENT, PARTNERSHIPS AND COLLABORATION

Our organization:

1. Implements policies and practices to:
 - a. Learn about culturally and linguistically diverse communities (e.g., traditions, practices, languages, strengths) ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Enter communities respectfully ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - c. Establish partnerships with culturally and linguistically diverse communities in order to achieve programmatic goals. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - d. Develop and maintain relationships with leaders (formal and informal) in culturally and linguistically diverse communities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - e. Ensure reciprocal transfer of knowledge and skills among all collaborators and partners. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - f. Keep track of demographic changes among diverse population groups. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
2. Works with informal or professional contacts that have knowledge of cultural beliefs and practices related to disability (e.g., cultural brokers, spiritual leaders, ethnic advocacy or social organizations, community-based agencies). ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
3. Is responsive to the social, political and economic contexts of diverse communities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
4. Periodically reviews current and emergent demographic trends to:
 - a. Determine whether community partners are representative of the diverse populations in the geographic or service area. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Identify new collaborators and potential opportunities for community engagement. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
5. Identifies and responds to the effects of immigration status on participation in advocacy, services, and supports. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know

PART 4: PUBLICATIONS AND INFORMATION DISSEMINATION

Our organization:

1. Adapts information dissemination strategies to the cultural preferences and needs of diverse communities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
2. Develops and disseminates information/publications about people who experience disabilities that:
 - a. Focus on specific racial, ethnic, or cultural communities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Provide evidence-based and promising practices for culturally diverse populations. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - c. Enable members of culturally diverse populations to access and/or advocate for quality services and supports. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
3. Ensures that photographs and graphics featured in publications, resources, and websites:
 - a. Accurately portray images of racially and ethnically diverse groups. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Are representative of the cultural diversity among people who reside in the U.S., its territories, and in tribal communities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
4. Disseminates information in languages other than English in its:
 - a. Publications/Periodicals ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Website ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - c. Training materials and resources ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - d. Multimedia Resources (e.g., DVDs, CDs, Podcasts, film, PowerPoint®, networking sites) ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - e. Social media/networking sites ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
5. Uses ethnic media to disseminate information to diverse communities (e.g., television, periodicals, radio, Internet sites). ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
6. Collaborates with ethnic and cultural advocacy or social organizations to disseminate information to diverse communities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know

PART 5: FUNDRAISING AND GRANT WRITING

Respond only if your organization engages in the following activities.

Our organization's fundraising activities include:

1. Collaborating with ethnic- or culture-specific groups to address causes and issues that are of concern to the communities they serve. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know

Part 5: Fundraising and Grant Writing Continued

2. Featuring personal stories and appeals from individuals with disabilities from culturally and linguistically diverse groups. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
3. Involving nationally recognized scholars, celebrities, or personalities from culturally diverse groups. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know

For all grant proposals and applications, our organization:

4. Conducts a comprehensive analysis of current demographic trends in the geographic area served or impacted (e.g., race, ethnicity, languages spoken, socio-economic status, immigrant and refugee status). ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
5. Includes representatives from culturally diverse groups in interventions that impact them and their communities in:
- | | | | | | |
|-------------------|--------------------------------|---------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| a. Planning | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| b. Implementation | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| c. Evaluation | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
6. Requires that cultural differences, needs, and preferences among the diverse population of people who experience disabilities are attended to and addressed in the proposal content. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
7. Ensures the provision of language access services (i.e., foreign language interpretation, translation, signage) through:
- | | | | | | |
|--------------------------|--------------------------------|---------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| • Established procedures | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| • Dedicated personnel | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| • Budget line items | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
8. Uses community advisory boards when appropriate. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
9. Collaborates with other organizations that have expertise in serving or advocating for specific racial, ethnic, and cultural groups. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
10. Actively pursues grant and contract opportunities to address:
- | | | | | | |
|--|--------------------------------|---------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| • Racial and ethnic disparities among people who experience disabilities and their families. | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| • Disproportionality among people who experience disabilities. | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |

PART 6: SUPPORTING A RESEARCH AGENDA

Respond only if your organization engages in the following activities.

Our organization:

1. Partners with the research community to add to the body of knowledge about people who experience disabilities from racially and ethnically diverse populations. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
2. Supports racially and ethnically diverse people who experience disabilities and their families to:
 - a. Understand the need to participate in research. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Identify and participate in studies that are of interest to and beneficial to them. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - c. Serve on Institutional Review Boards. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - d. Partner in the conduct of research. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - e. Partner in the dissemination of research. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
3. Assists racially and ethnically diverse individuals who experience disabilities and their families to improve their quality of life by:
 - a. Accessing most current and relevant research. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Identifying and/or translating research findings that are meaningful to them and their communities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - c. Using research findings in an effective manner in routine activities of daily life. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
4. Advocates for or participates in research that focuses on:
 - a. Racial and ethnic disparities among people who experience disabilities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Disproportionality among racial and ethnic groups in educational settings. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
5. Is aware of the need to address the unique issues associated with conducting research in culturally diverse communities, including:
 - a. Historical experiences of racism, bias, and exploitation among racial and ethnic groups. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - b. Lack of trust of researchers and research institutions. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
 - c. Belief that research outcomes depict racial or ethnic groups/communities in a negative manner. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know

Part 6: Supporting a Research Agenda Continued

- d. Belief that research outcomes have had little impact on improving services and supports within racially and ethnically diverse communities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
- e. Belief that many research projects rarely provide reciprocity for participating communities (e.g., employment, transfer of knowledge and skills, joint publications). ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know

PART 7: DIRECT SERVICES AND SUPPORTS

Respond only if your organization provides direct services and supports.

Our organization:

1. Develops or adapts services and supports to address the needs and preferences of culturally and linguistically diverse communities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
2. Provides services and supports in locations and at times that are accessible to communities served. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
3. Is knowledgeable of and works in conjunction with natural networks of support within diverse communities. ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
4. Ensures that services and supports comply with all relevant Federal, state, and local mandates governing language access (e.g., foreign language interpretation, translation services, and signage). ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
5. Involves people who experience disabilities from diverse cultural and linguistic groups and their families in the:
- a. Design of services and supports ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
- b. Implementation of services and supports ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know
- c. Evaluation of services and supports ☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know

COMMENTS: _____

How We Work

This section probes how cultural and linguistic competency is applied to the structure, funding, and leadership activities of your organization.

Please check only one box per item.

Our organization:

1. Ensures cultural and linguistic competence through established organizational:

a. Policy	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
b. Structures	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
c. Procedures	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
d. Practices	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know

2. Has dedicated funding in its budget to advance and sustain cultural and linguistic competence.

a. Conferences, education, and training activities	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
b. Public policy, legislative, and advocacy activities	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
c. Community engagement, partnership, and collaboration activities	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
d. Publication and information dissemination activities	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
e. Organizational professional development activities	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
f. Accommodations, stipends, honoraria, and consumer/family supports	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
g. Foreign language interpretation and translation services	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know

3. Offers training, mentoring, and other support to organizational staff, faculty, and board members that enable them to lead efforts that:

a. Advance and sustain cultural and linguistic competence.	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
b. Address racial and ethnic disparities.	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
c. Address disproportionality in educational settings.	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know

4. Supports the meaningful involvement of culturally and linguistically diverse individuals and communities in the core functions of the organization.

☐ Never ☐ Seldom ☐ Sometimes ☐ Routinely ☐ Don't Know

COMMENTS: _____



About The National Center for Cultural Competence

The National Center for Cultural Competence (NCCC) provides national leadership and contributes to the body of knowledge on cultural and linguistic competency within systems and organizations. Major emphasis is placed on translating evidence into policy and practice for programs and personnel concerned with health and mental health care delivery, administration, education and advocacy. The NCCC is a component of the Georgetown University Center for Child and Human Development and is housed within the Department of Pediatrics of the Georgetown University Medical Center.

The NCCC provides training, technical assistance, and consultation, contributes to knowledge through publications and research, creates tools and resources to support health and mental health care providers and systems, supports leaders to promote and sustain cultural and linguistic competency, and collaborates with an extensive network of private and public entities to advance the implementation of these concepts. The NCCC provides services to local, state, federal and international governmental agencies, family and advocacy support organizations, local hospitals and health centers, healthcare systems, health plans, mental health systems, universities, quality improvement organizations, national professional associations, and foundations.

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**Equity, Opportunity and Inclusion for People
with Disabilities since 1975.**

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