

THE ROLE OF SELF-ASSESSMENT IN ACHIEVING CULTURAL AND LINGUISTIC COMPETENCE

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**National Center
for Cultural
Competence**



GEORGETOWN UNIVERSITY
**Center for Child and
Human Development**



THIS WEBINAR WILL EXPLORE:

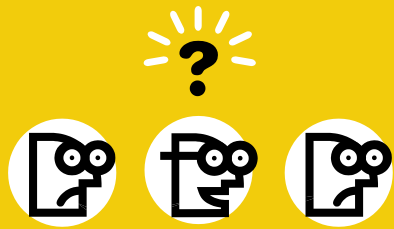
Benefits
Philosophy, Guiding Values, & Principles
The Role of Leadership
Four-Phase Process
Lessons Learned
Respond to Items from the CLCADO



An essential component of cultural competence is self-assessment.

We have to take time to reflect and critically look at ourselves and our organizations.





It's QUESTION TIME!!

Have you ever engaged in cultural competence self- assessment:

- at an individual or personal level?
- within your current or another organization?



Benefits of Self-Assessment

- Gauge the degree to which organizations are effectively addressing the needs and preferences of culturally and linguistically diverse groups
- Determine the knowledge, skills, interests, and needs of staff, faculty, students, board members, and organizational membership
- Improve access, utilization, outcomes, and satisfaction with services and activities conducted
- Establish partnership that involve individuals who experience disabilities that meaningfully involve , their families, and/or friends, community partners, and key allies
- Determine strengths and areas for growth for individuals employed by or affiliated with the organization

Source: Goode, T. D. (2010). A guide for using the cultural and linguistic competence assessment for disability organizations. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.



Conceptual Framework for Self-Assessment



achieving cultural competence is a developmental process at the individual and organizational levels



with appropriate support individuals can enhance cultural awareness, knowledge, and skills over time



cultural and linguistic strengths exist within organizations or networks but often go unnoticed and untapped



Excerpt from A Guide to Planning and Implementing Cultural Competence Organizational Self-Assessment

Slide Source: National Center for Cultural Competence, 2013



Philosophical Construct

Assessing the attitudes, behaviors, policies, structures and practices of an organization, including those of its board, staff, and volunteers, is a necessary, effective, and systematic way to plan for and incorporate cultural and linguistic competence.



NCCC's Values & Guiding Principles for Self-Assessment

- strengths-based model
- safe & non-judgmental environment
- meaningful involvement of individuals who receive services and support or participants in activities
- results and enhance and build capacity
- diverse dissemination strategies



It is incumbent upon leadership to convey a clear message that the process of cultural and linguistic competence assessment is:

THE ROLE OF LEADERSHIP

Important to the future of the organization



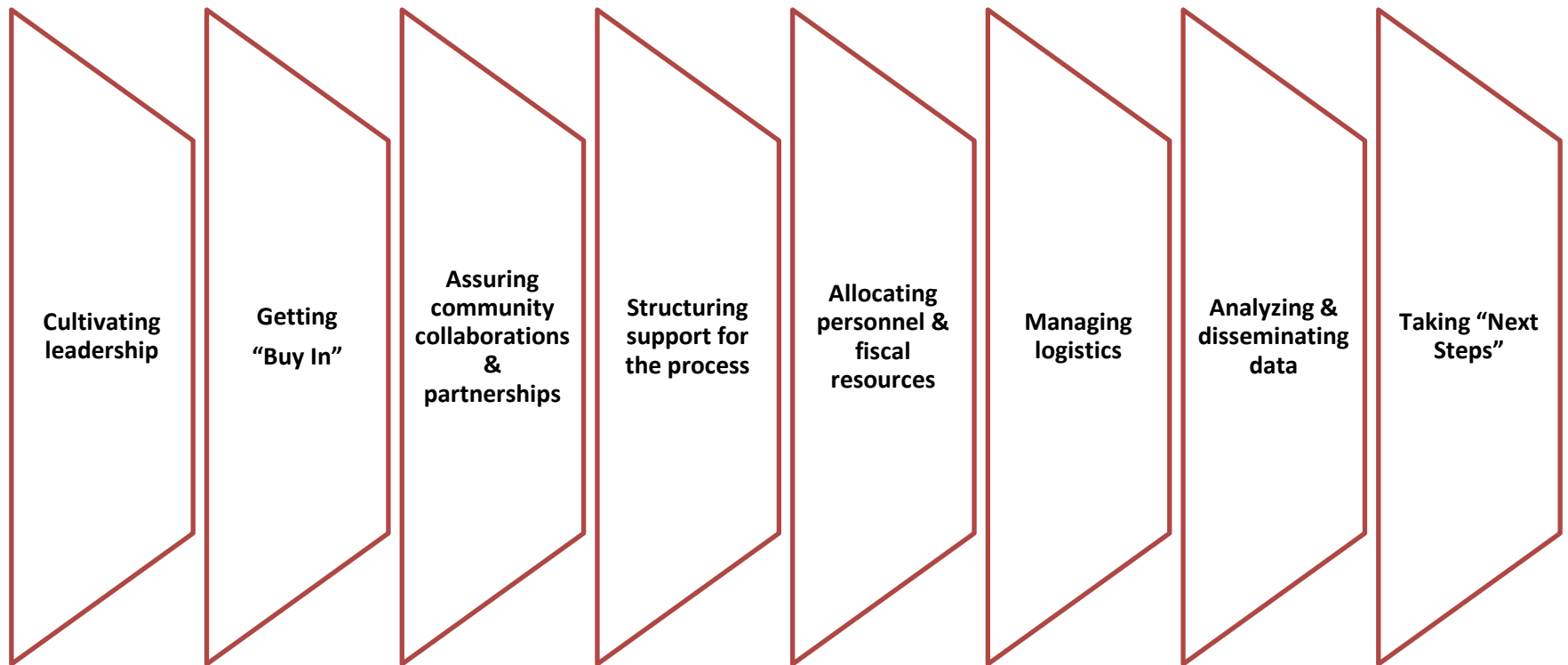
Essential to implementing the core functions of the organization



Indispensable to ensuring access, utilization, and achieving quality



Useful Steps in Planning & Implementing Self-Assessment



NCCC's Four-Phases of Self-Assessment



Phase 1

- Establish a structure to guide the work.

Phase 2

- Create a shared vision and shared ownership.

Phase 3

- Collect, analyze, and disseminate data.

Phase 4

- Develop and implement a plan of action.



Innovations in Self-Assessment: NCCC'S LESSONS LEARNED

time & resource intensive

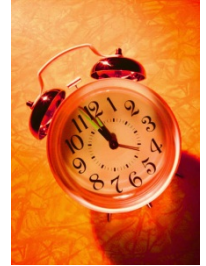
determine organizational readiness

anticipate resistance

the process is as important as the outcome

leadership “buy in” is a necessity

involvement of stakeholders and community is essential



INTRODUCING THE



Cultural and Linguistic Competence Assessment for Disability Organizations

The CLCADO and guide were developed by the National Center for Cultural Competence with funding from TASH, as part of its Diversity and Cultural Competency in Disability Advocacy Initiative, through a grant from the W.K. Kellogg Foundation.

<http://www.gucchdgetown.net/NCCC/CLCADO/>



The CLCADO was designed 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.
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.



CLCADO Key Informant Work Group

American Association of Intellectual and Developmental Disabilities

Association of University Centers on Disabilities

Center for Persons with Disabilities, Utah State University

Council of Parent Attorneys and Advocates, Inc.

Institute for Disability Studies, University of Southern Mississippi

National Association for the Education of African American Children with Learning Disabilities

Missouri Planning Council for Developmental Disabilities

National Down Syndrome Congress

New York State Office of People with Developmental Disabilities

TASH

The Arc of the United States (chapter)

Three Rivers Center for Independent Living



CLCADO PILOT TEST ORGANIZATIONS

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Cultural and Linguistic Competence Assessment for Disability Organizations

Our World View

Asks for 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
3. the organization's philosophy, values, commitment to cultural and linguistic competence



Cultural and Linguistic Competence Assessment for Disability Organizations

Our World View

In my view, our organization:

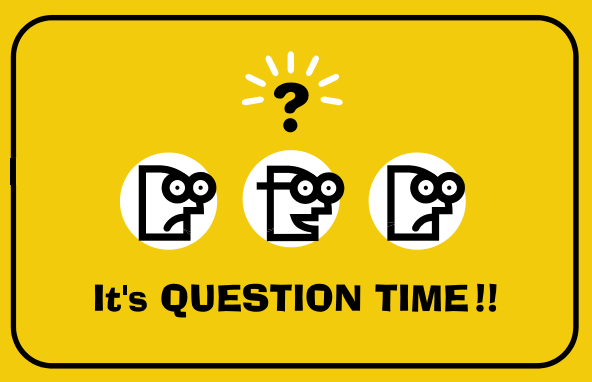
1. Recognizes the great degree of diversity among people who experience disability
2. Understands that disability is only one aspect of diversity and cultural identity.
3. Raises awareness about racial and ethnic disparities experienced by people with disabilities.
4. Believes it is our responsibility to address 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





Has your organization or program engaged in a consensus process to define:

- its values for cultural diversity?
 Yes No
- what cultural competence means within the context of its mission and core values?
 Yes No



Cultural and Linguistic Competence Assessment for Disability Organizations

Who We Are

1. Examines the cultural diversity of staff, board members, and others who do the work of the organization.
2. Probes training and ongoing professional development needed to support cultural and linguistic competence.



Cultural and Linguistic Competence Assessment for Disability Organizations

Who We Are

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

- All board members
- Organizational leadership
- Staff
- Faculty
- Consultants
- Contractors
- Interns & fellows
- Volunteers

Yes

No

In Progress

Don't Know

Do not have:



Cultural and Linguistic Competence Assessment for Disability Organizations

What We Do

Examines how cultural and linguistic competence applies to the core functions of the organization.

- CONFERENCES, EDUCATION & TRAINING
 - PUBLIC POLICY, LEGISLATION & ADVOCACY
 - COMMUNITY ENGAGEMENT, PARTNERSHIPS & COLLABORATION
 - PUBLICATIONS & INFORMATION DISSEMINATION
 - FUND RAISING & GRANT WRITING
 - SUPPORTING A RESEARCH AGENDA
 - DIRECT SERVICES AND SUPPORTS
- Never
 - Seldom
 - Sometimes
 - Routinely
 - Don't Know



Cultural and Linguistic Competence Assessment for Disability Organizations

How We Work

Probes how cultural and linguistic competence is applied to organizational:

STRUCTURE



FUNDING



LEADERSHIP ACTIVITIES



Cultural and Linguistic Competence Assessment for Disability Organizations

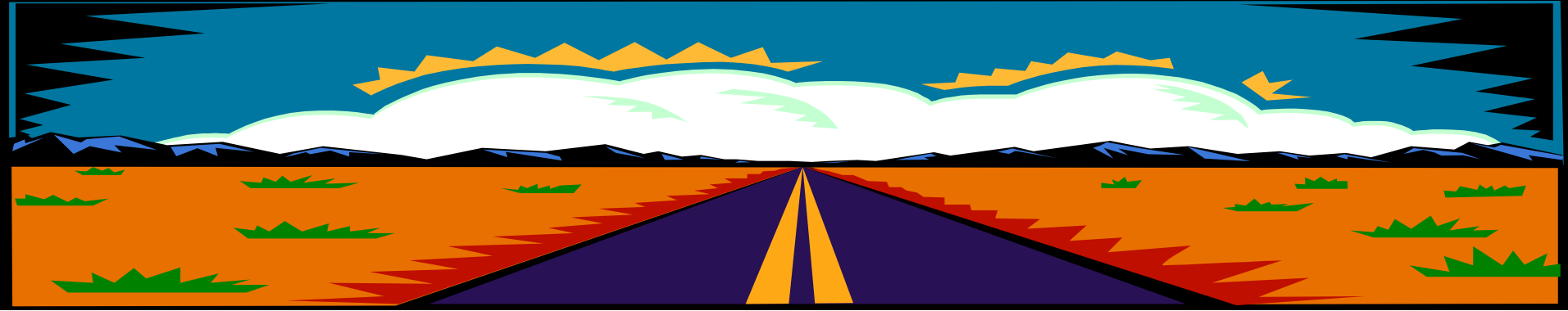
How We Work

Our organization:

1. Ensures cultural and linguistic competence through established organizational (policy, structures, procedures, practices).
2. Has dedicated funding in its budget to advance and sustain cultural and linguistic competence.
3. Offers training, mentoring, and other support to staff, faculty, and board members that enable them to lead efforts that address:
 - racial and ethnic disparities
 - disproportionality in educational settings diverse

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





Cultural and linguistic competence is a journey ... not a destination.

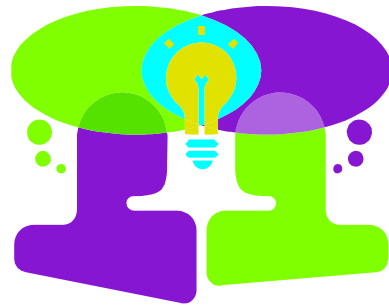
It is a life-long commitment to how we think about and what we do in our respective organizations and programs in support of people who experience disabilities, their families, and the communities in which they live.



questions

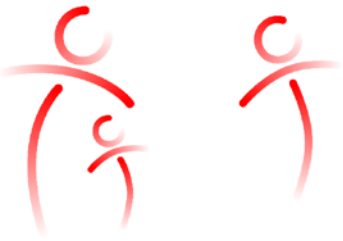


comments



thoughts

CONTACT US



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