



National Center for  
Cultural Competence

Georgetown University Center for  
Child and Human Development

# Cultural and Linguistic Competence Family Organization Assessment Instrument

## 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.

While there are many tools and instruments to assess organizational cultural and linguistic competence, none has been specifically developed to address the unique functions of family organizations concerned with children and youth with behavioral-emotional disorders, special health care needs, and disabilities. The Cultural and Linguistic Competence Family Organization Assessment Instrument (CLCFOA) was developed to fill this void. The CLCFOA is intended to support family organizations to: (1) plan for and incorporate culturally and linguistically competent policies, structures, and practices in all aspects of their work; (2) enhance the quality of services and supports they deliver within culturally diverse and underserved communities; and (3) promote cultural and linguistic competence as an essential approach in the elimination of disparities and the promotion of equity.

Your family organization may use assessment results: (1) to provide a summary of the strengths and areas for growth to advance cultural and linguistic competency, (2) for strategic planning, and (3) to improve the array and quality of services and supports offered for families and youth and the communities in which they live.

## Conceptual Framework of the CLCFOA

The CLCFOA 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.<sup>1</sup> (Cultural competence and linguistic competence, while defined differently in this instrument, are integrally linked.) The CLCFOA and the outcomes of the assessment process are intended to assist family organizations to identify their strengths and areas for growth. The CLCFOA captures a wide range of data including: *Our World View, Who We Are, What We Do, and How We Work.*

# 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, attitude policies and structures that enable them 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.<sup>2</sup>

## Linguistic Competence

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 audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, individuals with disabilities, and those who are deaf or hard of hearing. Linguistic competence requires organizational and provider capacity to respond effectively to the health literacy needs of populations served. The organization must have policy, structures, practices, procedures, and dedicated resources to support this capacity. This may include, but is not limited to, the use of:

- 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).<sup>3</sup>

## Culture

There are many definitions of culture. For the purposes of this instrument, the following definition was chosen. Culture is a system of collectively held values, beliefs, and practices of a group which guides decisions and actions in patterned ways.<sup>4</sup>

## Health Disparities

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.<sup>5</sup>

## 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.<sup>6</sup>

## Health Literacy

The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. Retrieved on 3/4/10 from HP 2010: Health Communication <http://www.hrsa.gov/quality/healthlit.htm>

## Mental Health Literacy

Mental health literacy is the knowledge, beliefs, and abilities that enable the recognition, management, or prevention of mental health problems. Retrieved on 1/28/08 from the Canadian Alliance on Mental Illness and Mental Health. Retrieved on 3/4/10 from [http://www.camimh.ca/files/literacy/MHL\\_Report\\_Phase\\_One.pdf](http://www.camimh.ca/files/literacy/MHL_Report_Phase_One.pdf)

## 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. Retrieved on 3/4/10 from <http://www.merriam-webster.com/dictionary/Policy>

## Resiliency

For the purposes of this instrument definitions of resiliency are the ability to:

- recover readily from illness, depression, or adversity;  
<http://dictionary.reference.com/browse/resilience> retrieved on 3/4/10
- recover from or adjust easily to misfortune, change, or stress.  
<http://www.merriam-webster.com/dictionary/resilience> retrieved on 3/4/10

## References for Definitions and Key Terms:

1. Mason, J. L. (1995). Cultural competence self-assessment questionnaire: A manual for users. Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health.
2. 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: Volume I*. Washington, DC: Georgetown University Child Development Center.
3. Goode, T. D., & Jones, W. A. (2009). Definition of linguistic competence. National Center for Cultural Competence, Georgetown University Center for Child & Human Development. Retrieved on 2/24/10 from <http://www11.georgetown.edu/research/gucchd/nccc/foundations/frameworks.html>.
4. Wenger, A. F. Z. (1993). Cultural meaning of symptoms. *Holistic Nursing Practice*, 7(2), 22.
5. The Secretary's Advisory Committee on National Health Promotion and Disease Prevention Objectives for 2020. Phase I Report Recommendations for the Framework and Format of Healthy People 2020, p. 28. Retrieved on 2/24/10 from <http://www.healthpeople.gov/HP2020/advisory/PhaseI/Phased1.pd>.
6. Braverman, P., & Gruskin, S. (2003) Defining equity in health. *Journal of Epidemiology and Community Health*, 57; 254-258.

# Guidelines for Completing the CLCFOA

This set of questions asks that you tell us about what you know and your opinions about how things work in your family organization. Sometimes it may be hard to answer a question—just do your best and check the box that seems the best choice. Please try to answer all questions. **There are no right or wrong answers.** Remember that it is important to check only one box for each question. Refer to the accompanying document, *Guide for Using the Cultural and Linguistic Competence Family Organizational Assessment Instrument*, for additional information.

## Our World View

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

Please check only one box per item.

### In my view, our organization:

1. **Views itself as having responsibility for serving all families.**  Not at All  A Little  Somewhat  Very Much

This value is written in our organization’s vision, mission, and/or guiding principles.  Yes  No  Don’t Know

2. **Honors and respects families and youth of diverse cultures.**  Not at All  A Little  Somewhat  Very Much

This value is written in our organization’s vision, mission, and/or guiding principles.  Yes  No  Don’t Know

3. **Recognizes the strengths, skills, and resiliency of diverse families and youth.**  Not at All  A Little  Somewhat  Very Much

*Resiliency refers to recover readily from illness, depression, or adversity; and the ability to recover from or adjust easily to misfortune, change, or stress.*

This value is written in our organization’s vision, mission, and/or guiding principles.  Yes  No  Don’t Know

4. **Believes that youth and families should be paid for their time and expertise that helps the organization do its work.**  Not at All  A Little  Somewhat  Very Much

This value is written in our organization’s vision, mission, and/or guiding principles.  Yes  No  Don’t Know

5. **Is committed to addressing disparities in health and mental health related to:**

- a. Race and Ethnicity  Not at All  A Little  Somewhat  Very Much

This value is written in our organization’s vision, mission, and/or guiding principles.  Yes  No  Don’t Know

- b. Language(s) Spoken or Used  Not at All  A Little  Somewhat  Very Much

This value is written in our organization’s vision, mission, and/or guiding principles.  Yes  No  Don’t Know

**In my view, our organization:**

c. Gender  Not at All  A Little  Somewhat  Very Much

This value is written in our organization's vision, mission, and/or guiding principles.  Yes  No  Don't Know

d. Sexual Orientation, Gender Identity or Expression  Not at All  A Little  Somewhat  Very Much

This value is written in our organization's vision, mission, and/or guiding principles.  Yes  No  Don't Know

e. Geography  Not at All  A Little  Somewhat  Very Much

This value is written in our organization's vision, mission, and/or guiding principles.  Yes  No  Don't Know

**6. Is committed to including persons from diverse communities in all aspects of our work.**  Not at All  A Little  Somewhat  Very Much

This value is written in our organization's vision, mission, and/or guiding principles.  Yes  No  Don't Know

**7. Believes that it is important to advocate with and on behalf of diverse communities to:**

a. Promote health and mental health equity  Not at All  A Little  Somewhat  Very Much

This value is written in our organization's vision, mission, and/or guiding principles.  Yes  No  Don't Know

b. Eliminate health and mental health disparities  Not at All  A Little  Somewhat  Very Much

This value is written in our organization's vision, mission, and/or guiding principles.  Yes  No  Don't Know

c. Promote health and mental health equity  Not at All  A Little  Somewhat  Very Much

This value is written in our organization's vision, mission, and/or guiding principles.  Yes  No  Don't Know

**8. Is committed to diversity in our**

a. Board  Not at All  A Little  Somewhat  Very Much

This value is written in our organization's vision, mission, and/or guiding principles.  Yes  No  Don't Know

b. Leadership  Not at All  A Little  Somewhat  Very Much

This value is written in our organization's vision, mission, and/or guiding principles.  Yes  No  Don't Know

c. Staffing  Not at All  A Little  Somewhat  Very Much

This value is written in our organization's vision, mission, and/or guiding principles.  Yes  No  Don't Know

d. Volunteers  Not at All  A Little  Somewhat  Very Much

This value is written in our organization's vision, mission, and/or guiding principles.  Yes  No  Don't Know

**9. Our organization could benefit from some help with addressing cultural and linguistic competence in our vision, mission, and guiding principles.**  Not at All  A Little  Somewhat  Very Much

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Who We Are

This section looks at the diversity of staff and volunteers. It also looks at the training and ongoing development needed to support cultural and linguistic competency.

**Please check only one box per item.**

**1. The diversity of the families, that it is our mission to serve, is reflected in our:**

- a. Board  Yes  No  In Progress  Don't Know  Do Not Have a Board
- b. Organizational Management  Yes  No  In Progress  Don't Know
- c. Staff  Yes  No  In Progress  Don't Know
- d. Volunteers  Yes  No  In Progress  Don't Know  Do Not Use Volunteers
- e. Consultants  Yes  No  In Progress  Don't Know  Do Not Use Consultants

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

- a. Board Members  Yes  No  In Progress  Don't Know  Do Not Have a Board
- b. Organizational Management  Yes  No  In Progress  Don't Know
- c. Staff  Yes  No  In Progress  Don't Know
- d. Volunteers  Yes  No  In Progress  Don't Know  Do Not Use Volunteers
- e. Consultants  Yes  No  In Progress  Don't Know  Do Not Use Consultants

**3. Our organization requires and provides regular in-service and/or opportunities for training in cultural and linguistic competency for:**

- a. Board Members  Yes  No  In Progress  Don't Know  Do Not Have a Board
- b. Organizational Management  Yes  No  In Progress  Don't Know
- c. Staff  Yes  No  In Progress  Don't Know
- d. Volunteers  Yes  No  In Progress  Don't Know  Do Not Use Volunteers
- e. Consultants  Yes  No  In Progress  Don't Know  Do Not Use Consultants

**Who We Are**

4. **Our organization provides mentoring, coaching, and/or supervision to apply cultural and linguistic competency to the work of:**
- a. The Board  Yes  No  In Progress  Don't Know  Do Not Have a Board
  - b. Organizational Management  Yes  No  In Progress  Don't Know
  - c. Staff  Yes  No  In Progress  Don't Know
  - d. Volunteers  Yes  No  In Progress  Don't Know  Do Not Use Volunteers
  - e. Consultants  Yes  No  In Progress  Don't Know  Do Not Use Consultants
5. **Our organization includes knowledge and skills related to cultural and linguistic competency in position descriptions for:**
- a. Board Members  Yes  No  In Progress  Don't Know  Do Not Have a Board
  - b. Organizational Management  Yes  No  In Progress  Don't Know
  - c. Staff  Yes  No  In Progress  Don't Know
  - d. Volunteers  Yes  No  In Progress  Don't Know  Do Not Use Volunteers
  - e. Consultants  Yes  No  In Progress  Don't Know  Do Not Use Consultants
6. **Our organization includes knowledge and skills related to cultural and linguistic competency in performance evaluations for:**
- a. Organizational Management  Yes  No  In Progress  Don't Know
  - b. Staff  Yes  No  In Progress  Don't Know
  - c. Volunteers  Yes  No  In Progress  Don't Know  Do Not Use Volunteers
  - d. Consultants  Yes  No  In Progress  Don't Know  Do Not Use Consultants

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## What We Do

This section looks at how cultural and linguistic competency applies to the core functions of family organizations, including connecting with families, education, peer-to-peer support, information and referral, advocacy, and advising and partnering.

Please check only one box per item.

### Connecting with Families

Our organization:

1. Keeps up-to-date on which population groups live in the area we serve and tracks any changes that take place.  Never  Seldom  Sometimes  Routinely  Don't Know
2. Collects demographic data on race, ethnicity, language, and national origin of groups we serve.  Never  Seldom  Sometimes  Routinely  Don't Know
3. Uses a process to review demographic data and identify groups not being served.  Never  Seldom  Sometimes  Routinely  Don't Know
4. Identifies and works with natural networks of support in diverse communities to increase awareness and acceptance of services and supports we offer. Natural networks of support are the people and organizations that families turn to for help in their everyday lives.  Never  Seldom  Sometimes  Routinely  Don't Know
5. Builds relationships with diverse community leaders so that they know about and feel comfortable using the services and supports we offer.  Never  Seldom  Sometimes  Routinely  Don't Know

### Education

Our organization's educational activities:

1. Take into account:
  - a. literacy levels  Never  Seldom  Sometimes  Routinely  Don't Know
  - b. language preference and need  Never  Seldom  Sometimes  Routinely  Don't Know
  - c. the ways that people like to learn (e.g., written materials, workshops, DVDs or videos, conversations, etc.)  Never  Seldom  Sometimes  Routinely  Don't Know
2. Have content tailored to the unique needs, concerns, values, and beliefs of diverse cultural groups.  Never  Seldom  Sometimes  Routinely  Don't Know
3. Take into account current and past experiences families have had either in the U.S., tribal lands, territories, or in their country of origin.  Never  Seldom  Sometimes  Routinely  Don't Know



**Our organization's educational activities:**

**4. Engage diverse families and community members in:**

- a. Design of educational activities  Never  Seldom  Sometimes  Routinely  Don't Know
- b. Delivery of educational activities  Never  Seldom  Sometimes  Routinely  Don't Know
- c. Evaluation of educational activities  Never  Seldom  Sometimes  Routinely  Don't Know

**5. Take place at times and in places that are:**

- a. convenient for children, youth and families  Never  Seldom  Sometimes  Routinely  Don't Know
- b. welcoming for children, youth, and families  Never  Seldom  Sometimes  Routinely  Don't Know

**Peer to Peer Support**

**Our organization's peer to peer support activities:**

- 1. Make sure that diverse families and youth are part of our peer support network.  Never  Seldom  Sometimes  Routinely  Don't Know
- 2. Take culture and language into account when pairing families with peers.  Never  Seldom  Sometimes  Routinely  Don't Know
- 3. Offer different ways of providing peer support that match the ways families and youth of different cultures want to receive support.  Never  Seldom  Sometimes  Routinely  Don't Know
- 4. Engage diverse families and community members in the:
  - a. Design of peer-to-peer support  Never  Seldom  Sometimes  Routinely  Don't Know
  - b. Delivery of peer-to-peer support  Never  Seldom  Sometimes  Routinely  Don't Know
  - c. Evaluation of peer-to-peer support  Never  Seldom  Sometimes  Routinely  Don't Know

**Information and Referral**

**Our organization:**

- 1. Collects and organizes information about resources that exist within diverse communities.  Never  Seldom  Sometimes  Routinely  Don't Know
- 2. Makes referrals to services and supports that take language and culture into account.  Never  Seldom  Sometimes  Routinely  Don't Know
- 3. Conducts follow-up activities with families to determine their satisfaction with the information and referrals provided.  Never  Seldom  Sometimes  Routinely  Don't Know
- 4. Supports families to look for and find information and resources based on their cultural beliefs and practices.  Never  Seldom  Sometimes  Routinely  Don't Know
- 5. Identifies and develops resources, directories, and information in the languages most frequently spoken in the area.  Never  Seldom  Sometimes  Routinely  Don't Know
- 6. Organizes and presents information in formats that are easy to understand and use.  Never  Seldom  Sometimes  Routinely  Don't Know

## Advocacy

### Our organization:

1. **Finds out if and how families from diverse backgrounds prefer to advocate for themselves.**  Never  Seldom  Sometimes  Routinely  Don't Know
  
2. **Adapts strategies for advocacy to the cultural values, beliefs, experiences, and practices of:**
  - a. immigrant families.  Never  Seldom  Sometimes  Routinely  Don't Know
  - b. refugee families who have experienced trauma or oppression by government.  Never  Seldom  Sometimes  Routinely  Don't Know
  - c. families from cultural groups who have been denied power and experienced discrimination throughout history.  Never  Seldom  Sometimes  Routinely  Don't Know
  - d. families whose cultural values may make it hard for them to challenge authority.  Never  Seldom  Sometimes  Routinely  Don't Know
  - e. families who prefer not to speak in public.  Never  Seldom  Sometimes  Routinely  Don't Know
  
3. **Takes into consideration how culture affects how families choose who can participate in advocacy (e.g., age, gender, status in the family).**  Never  Seldom  Sometimes  Routinely  Don't Know
  
4. **Uses training and supervision to prepare and support family leaders to advocate for and with families from cultures other than their own.**  Never  Seldom  Sometimes  Routinely  Don't Know
  
5. **Advocates for systems of services and supports that are culturally and linguistically competent.**  Never  Seldom  Sometimes  Routinely  Don't Know
  
6. **Advocates for systems of services and supports to eliminate disparities 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

## Advising and Partnering

### Our organization:

- |  |                                |                                 |                                    |                                    |                                     |
|--|--------------------------------|---------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| 1. Offers professional development and training activities that include content on cultural and linguistic competency.   | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| 2. Promotes cultural and linguistic competency in our partnership with professionals and institutions (e.g., committees, advisory boards, and projects).   | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| 3. Helps professionals find information and resources to meet the cultural and linguistic preferences and needs of the families we serve.  | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| 4. Provides information to organizations and professionals that work with specific cultural groups, about the unique issues of children and youth with special health care needs, behavioral health needs, 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 |

**COMMENTS:** \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

## How We Work

This section looks at how the family organization applies cultural and linguistic competency to: (1) structure and funding, and (2) community engagement and leadership activities.

Please check only one box per item.

### Our organization:

**1. Engages culturally and linguistically diverse communities and makes sure they are active partners in all phases of our organization's activities including:**

- |                   |                                |                                 |                                    |                                    |                                     |
|-------------------|--------------------------------|---------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| 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 |

**2. Has dedicated funding in its budget for:**

- |   |                                |                                 |                                    |                                    |                                     |
|---|--------------------------------|---------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| a. 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 |
| b. paying families and youth for their time and expertise to help the organization do its work.   | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| c. training activities for staff, volunteers, consultants, and board members on cultural and linguistic competency.                       | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| d. creating and adapting our materials and products to match the reading levels and language preferences and needs expressed by families. | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| e. development and adaptation of services and supports for diverse families and communities.  | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| f. data collection and analysis to support cultural and linguistic competency.  | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |

**3. Ensures cultural and linguistic competency through established:**

- |                            |                                |                                 |                                    |                                    |                                     |
|----------------------------|--------------------------------|---------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| a. Policies and procedures | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| b. Practices               | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |

**4. Includes cultural and linguistic competence in all of its planning activities (e.g., strategic planning, budget planning, program planning, and staffing).**

	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Routinely	<input type="checkbox"/> Don't Know
--	--------------------------------	---------------------------------	------------------------------------	------------------------------------	-------------------------------------

**5. Makes sure that culturally and linguistically diverse families and youth are part of the leadership of our organization by:**

- |                       |                                |                                 |                                    |                                    |                                     |
|-----------------------|--------------------------------|---------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| a. Active recruitment | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| b. Training           | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> Don't Know |
| c. Mentoring/Coaching | <input type="checkbox"/> Never | <input type="checkbox"/> Seldom | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Routinely | <input type="checkbox"/> 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 consultation 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.

### Suggested Citation

Goode, T., Jones, W., Jackson, V., Bronheim, S., Dunne, C., & Lorenzo-Hubert, I. (2010). *Cultural and Linguistic Competence Family Organization Assessment Instrument*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

### Copyright

This instrument is protected by the copyright policies of Georgetown University. Permission is required if this instrument is to be:

- modified in any way
- used in broad or multiple distribution
- used for commercial purposes.

Click here for all permission requests.  
<https://www4.georgetown.edu/uis/keybridge/keyform/form.cfm?formID=3402>

### For additional information contact:

National Center for Cultural Competence  
Center for Child and Human Development  
Georgetown University  
Box 571485  
Washington, DC 20057-1485  
Voice: 202-687-5387 or 800-788-2066  
Fax: 202-687-8899  
E-mail: [cultural@georgetown.edu](mailto:cultural@georgetown.edu)  
URL: <http://nccc.georgetown.edu>

This instrument was developed with funding from two sources: (1) a contract with United Advocates for Children and Families, Statewide Family Network Technical Assistance Center, Sacramento, CA; and (2) Cooperative Agreement # U40MC00145, U.S. Department of Health and Human Resources, Health Resources and Services Administration, Maternal and Child Health Bureau, Division of Services for Children and with Special Health Needs. The Project Officer for this Cooperative Agreement is Diana Denboba.