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Dear CCSAQ User,

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We are delighted that you are interested in using information produced at our Center and hope that you will find it useful. Good luck with your future endeavors.

Best,

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The development and refinement of any assessment measure requires the support of many individuals. The Cultural Competence Self-Assessment Questionnaire (CCSAQ) is no exception. Before “cultural competence” was conceptualized in the professional literature, many people worked to lay the foundation for the model and subsequently the Cultural Competence Self-Assessment Questionnaire. The concept, however, has come into greater prominence in recent years as social and human service delivery systems have been required to more effectively serve diverse children, families and communities (Cross, Bazron, Dennis & Issacs, 1989; Pinderhughes, 1989; Sue & Sue, 1990; Lum, 1992).

The Child Mental Health Services Branch of the National Institute of Mental Health (NIMH) and the National Institute of Disability Rehabilitation Research (NIDRR) through the Child and Adolescent Service System Program (CASSP) have mandated that cultural competence be manifested in systems of care for children, youth, and their families. Hence, the CCSAQ was developed in recognition of the efforts to make services more culturally competent. It is important that people from many organizations be acknowledged for their commitment to effective and relevant service delivery. Recognition must also be extended to other organizations and their staff who participated in various surveys, focus groups, and product reviews and who contributed considerable time in the refinement of the items and subscales, which reflect various aspects of the CASSP Cultural Competence Model.

Among the organizations that helped define specific behaviors consistent with the CASSP model and relevant empirical and theoretical literature include:

- Portland Research and Training Center on Family Support and Children’s Mental Health
- National Advisory Committee, Portland State University, Portland, Oregon;
- National Research Consulting Group, Portland, Oregon;
- CASSP Technical Assistance Center Minority Resource Committee, Georgetown University, Washington, DC;
- Northwest Child Welfare Leadership Institute, University of Washington, Seattle, Washington;
- State Mental Health Representatives for Children and Youth, Washington, DC;
- National Association of State Alcohol and Drug Administration Directors (NASADAD), Washington, DC;
- National Indian Child Welfare Association, Portland, Oregon; and
- Multicultural Educational Research and Training Institute (MERTI), New York.

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It is also important to recognize all of the graduate students, research assistants, project associates, academicians, researchers, professionals, consumers, families, advocates and others who continue to work to assure that health and human services are culturally competent and relevant to culturally-, ethnically-, and racially-diverse populations.

James L. Mason
April 1995

CULTURAL COMPETENCE SELF-ASSESSMENT QUESTIONNAIRE

A manual for Users

Introduction

In response to the growing body of literature promoting culturally competent systems of care, the Portland Research and Training Center developed the Cultural Competence Self-Assessment Questionnaire (CCSAQ). The CCSAQ is based on the Child and Adolescent Service System Program (CASSP) Cultural Competence Model (Cross, et al., 1989). This model describes competency in terms of four dimensions: attitude, practice, policy, and structure. The instrument helps child- and family-serving agencies assess their cross-cultural strengths and weaknesses in order to design specific training activities or interventions that promote greater competence across cultures. As cultural training activities are developed, it is important that they be relevant to the audience, respect within- and between-group differences and acknowledge the present level of competence of professionals, agencies and systems.

The United States is rapidly becoming more racially and culturally diverse (Ponterotto & Casas, 1990). One impact of this diversification is that mental health and other professionals must consider how culture influences the perception of mental illness and mental health (Sue & Sue, 1990; Ho, 1987, 1992; Cross, et al., 1989); help-seeking practices and resources (Neighbors & Taylor, 1985; Gary, 1987; Green, 1982; Pinderhughes, 1989; Lum, 1992); and credible services and providers (Owan, 1982; Zane, Sue, Castro, & George, 1982; Solomon, 1987; Slaughter, 1988).

When culture is ignored, barriers to effective services may emerge. For example, culturally diverse populations often face barriers such as out of home placements and more restrictive settings (Cross, et al., 1989; Sue & Sue, 1990; Lum, 1992; Green, 1992; Isaacs, 1986; Katz-Levy, Lourie & Kaufman, 1987; Knitzer, 1982); culturally-biased diagnostic and assessment procedures (Ho, 1987, 1992; Sue & Sue, 1990; Flaskerud, 1986; Chin, 1983; Ponterotto & Casas, 1990; Solomon, 1987); and professionals who may be well-intentioned but who have not been trained to work with culturally diverse populations (Woody, 1991; Atkinson & Hackett, 1988; Lum, 1992; D'Andrea, Daniels & Heck, 1991; LaFromboise & Foster, 1989; Gallegos, 1982; Chau, 1991). The negative impact of each of these issues is compounded because professionals of color and professionals trained to work specifically with diverse populations are not increasing commensurate with growth rates of the diverse groups (Ponterotto & Casas, 1990; Isaacs & Benjamin, 1991; Persico, 1990). Moreover, while many programs seek to deliver services in a culturally competent way, there are few systematic approaches to evaluating a worker's preparation for working cross-culturally (Mason, 1988; Cross, et al., 1989; Woody, 1991; D'Andrea, Daniels & Heck, 1991).

Historical Overview

While designed for use in child and adolescent mental health systems, the CCSAQ has been applied in other human service disciplines such as maternal and child health, alcohol and drug abuse treatment, child welfare, juvenile justice, public health, and education. In each instance, the measure was utilized to identify the organization's cultural competence training needs in such areas as: (a) improving service delivery to culturally diverse populations; (b) identifying cross-cultural strengths that currently exist within an organization, system, or network of professionals; and (c) focusing on beneficial training topics for providers of services. While this tool is intended to assist service providers who work with groups of color, it will also have applicability to other diverse groups as well.

The CCSAQ has proven useful in a variety of organizations around the country. In several instances, the sample population consisted of attendees at local, regional, or national conferences. In some of these sites, the measure was used prior to the conference to help identify the general training needs of the group. In some cases, the assessment was completed early enough so that relevant curricula could be prepared and included in the conference. At other sites, the measure was used to establish a baseline, which could later be compared to subsequent assessments of the same group.

The CCSAQ was also demonstrated at the local agency- or system-level in children's mental health and other child and family service settings (e.g., child welfare or juvenile justice systems) in Oregon, New York, Arizona, North and South Carolina, Pennsylvania, and Illinois. At these sites, analysis of the CCSAQ was based on the entire network of provider agencies and reported as an aggregate. The analysis was then used to develop cultural competence plans for the aggregate group. For a few of these sites, however, an additional analysis was conducted on smaller units (sub-samples) such as departments within an organization. These smaller units of analyses are usually avoided to prevent unfair and inappropriate comparisons across individuals or departments. When utilized at the state or regional level, the goal of analysis was to help service delivery bureaucracies identify their cultural competence training needs as well as identify ways in which cultural competence could be manifested.

Application

There are two versions of the Cultural Competence Self-Assessment Questionnaire. One version is for use with direct service providers and the other is for administrative staff. These different versions of the CCSAQ are useful when designing specific training interventions for either administrative or service-level personnel. Comparing results from direct service providers with those gathered from administrators can help clarify perspectives between them regarding staff and board composition, agency policy, practice procedures, cultural group characteristics and client demographics, community-

based resources and linkages and community involvement.

Administration of the CCSAQ in a variety of organizational settings have led the authors to several conclusions: (1) many areas of cross-cultural training could be addressed by people with expertise who are already within a system; (2) one intervention does not fit all situations, and; (3) hidden resources such as diverse linguistic and religious insights, information about culturally-specific belief systems and protocols or experience in ethnic environments can be identified as a part of the analysis process. An equally important aspect of the process is that completion of the self-assessment questionnaire is just the beginning for an organization intent upon becoming more culturally competent. It is, in fact, a means to an end. In most cases, the CCSAQ should be coupled with an activity (i.e., cross-cultural training intervention) so that subsequent measures of the same group reveal some variance or positive change. Therefore, results of the CCSAQ should not be viewed as a static measure but rather should serve as an indication of areas where growth needs to occur.

In planning a training intervention, culturally-informed staff might be used in break-out sessions, panel presentations, brown bag sessions, pre- or in-service activities, or as respondees to presentations made by outside consultants or presenters. This also acknowledges talent that may have been previously overlooked and generates a sense of value for that particular worker. Also, using agency- and community-based resources conserves limited training dollars that can then be used for general sessions or sessions for which outside experts are needed. In any event, in-house personnel may hold hidden talents and should be strongly considered as training resources. Also, the assessment process is optimized when it spans several agencies, enhancing the potential for uncovering cultural training resources or the value of interactive learning.

Administration

The process of self-assessment of cultural competence can be fairly intimidating. Responding to questions about racial and cultural differences can create problems for individuals or an entire staff. These feelings can create tension when agencies and organizations attempt to diversify staff, prepare for cultural competence, or begin to reach out to culturally diverse communities. Because cultural competence is a developmental process, the goal of assessment is not to tell people where they are on a scale, but to inform them where they need to enhance their skills cross-culturally. Moreover, since the CCSAQ is a self-reported measure, the veracity of responses is critical. Therefore, administration of the measure must be preceded by an in-house discussion about the reasons for participation and how each respondent's confidentiality will be assured.

Several key issues should be considered prior to and during the administration of the measure:

1. Stress that there is no way to perform poorly since cultural competence is a developmental process.
2. Assure respondents that the results of the CCSAQ will not be used for comparisons between individuals, programs, or systems; rather, the goal of this effort is to identify the cultural training needs of a particular work force.
3. Stress completeness, asking subjects to respond to every question on the scale to the best of their ability.
4. Utilize the demographic face sheet to identify agency-based cultural strengths, which may be overlooked.
5. Keep track of how many questionnaires were distributed and how many were returned; this will allow a return rate to be computed.
6. Be certain that subject responses remain confidential and cannot be tracked to specific individuals.

Typically, it takes twenty to thirty minutes to complete the CCSAQ; however, some respondents may require an hour. We recommend identifying lead personnel who will be responsible for distribution and collection of the questionnaires. The logistics will vary from site to site; however, careful consideration should be taken (e.g., by a task group) to ensure a smooth process.

Outcomes

The CCSAQ provides a general score based on five subscales. For both service providers and administrative personnel, the subscales include knowledge of community, personal involvement, resources and linkages, staffing, organizational policies and procedures, and reaching out to communities. When analyzed and ranked, the subscales provide information to an organization for establishing training and/or policy and procedural priorities. When examined individually, a subscale can suggest behaviors congruent with the cultural competence model or assess the degree to which specific behaviors routinely occur.

Because there are two versions with many parallel items, comparisons can be made and inferences drawn based on the similarities and differences of perspectives between direct service workers and administrative staff. This facilitates the development of training activities that reflect the experiences and needs of the two levels of personnel.

Reliability

Most of the psychometric analysis for this measure concerned the issue of internal consistency reliability. This type of reliability deals with the extent to which items (i.e., questions) in a scale correlate with one another to measure a specific construct or the degree to which they consistently measure the same phenomenon (Vogt, 1993). Data to address this issue were collected at the New York, South Carolina, California, Washington DC, and Washington state sites.

Calculating alpha coefficients, which can range from .00 to 1.00, typically assesses internal consistency. Measures of .70 on new measures are deemed respectable (Nurally, 1978). For the CCSAQ, the majority of subscales have yielded alpha coefficients of .80 or higher. However, the coefficients for one subscale (Personal Involvement) average around .60. While the suggested behaviors in this subscale are quite important, the subscale may be revised or some items eliminated based on subsequent experience by users of the CCSAQ. Since the CCSAQ is a relatively new instrument, analysis of internal consistency is advisable. In settings where more expertise is available, additional psychometric analyses should also be considered.

Content Validity

Vogt (1993) states that content validity is addressed when the items in a scale or measure accurately represent the phenomenon being measured, suggesting that it is not a statistical property as much as it is a qualitative judgment. With respect to the CCSAQ, the author conducted extensive reviews and consulted with acknowledged experts to define subscales, identify item content, and refine item wording.

The development of the CCSAQ began with an extensive review of historic and contemporary literature relevant to the delivery of health and human services. This literature is both research- and theory-based. The general goal of the literature review was to establish convergent theories about what constitutes culturally competent behaviors. After the literature review was conducted, focus groups were convened to discuss the development of subscale items. Focus group members were professionals from the service disciplines of mental health, child welfare, special education, maternal and child health, and alcohol and drug treatment. Academic disciplines which contributed to the development of this measure included social work, anti-bias/discrimination, intercultural communication, race relations, sociology, psychology, cultural anthropology, and public health administration. Based upon comments from these recognized experts, the authors constructed items for placement in each of the seven subscales.

The goal of the instrument is to evaluate the degree to which respondents were exhibiting appropriate behaviors. On one hand, the items describe areas in which new behaviors

can occur; however, in other instances, they suggest ways in which professionals can demonstrate cultural competence.

Steps were taken to assure that the CCSAQ was developed in accordance with the highest standards of instrument construction. As cultural competence becomes more refined, subsequent measures will emerge. These future measures must be developed with even more scientific rigor and normed on an expanded and diverse sample.

The CCSAQ represents a process tool. In the hands of an experienced facilitator, it is a beneficial instrument. With the scaling removed, the items will generate useful discussions of what can be done to stimulate culturally competent practices and behaviors. It is our expectation that the CCSAQ will evolve into a better tool over time with increased utilization.

Scoring Guide

The method of analyzing CCSAQ scores has typically involved descriptive statistics. Because Likert scaling was used instead of nominal scaling, behavioral changes can be measured. Thus, it is necessary to compute item averages and subscale means. These means can then be ranked to determine which items deserve consideration. This method allows for a ranking of subscales to prioritize areas in which interventions will be applied. However, simple ranking may not be totally useful. A discussion about priorities for change by an agency- or system-based work group may be particularly valuable. The group can review the rankings and--based on their knowledge of the area and program in question--place the findings into a site-specific perspective.

The CCSAQ can lead to interventions based on the pre-test analysis or agency-specific goals. The impact of these interventions can then be evaluated with a post-test administration. So, while the tool can be used in a one-shot case study, it seems to have optimal utility when used in pre- and post-test designs.

To analyze the results of the aggregated CCSAQ scores, means are computed for each item and each subscale. This allows an in-house discussion of the analysis that can be translated into specific training approaches. Because there are two versions (Direct Service and Administrator), comparisons can be made so that distinct training tracks can be configured to meet the distinct needs of these two levels of service. In cases where overlapping needs are identified, general sessions can be designed; when the needs are divergent, job-specific interventions can be considered.

When used as a process tool, the items can engender discussions centering around who on a given staff currently engages in certain behaviors. This may stimulate an opportunity to

share cross-cultural successes with colleagues, reflecting a method of identifying in-house training resources that might otherwise be overlooked.

It is certainly possible, however, to look at more intensive forms of analysis that involve bivariate or even multivariate analysis. Tests of significance can be computed on item and subscale means, and comparisons can be made between administrator and direct service provider versions of the CCSAQ. Moreover, tests of internal consistency reliability can be computed by an agency or an organization; given a large sample size, other psychometric tests may be performed. For example, if a pre- and post-test design is used, test-retest reliability can be analyzed. In this instance, correlations with valid or associated measures can be considered or additional evaluations of validity can be examined.

Prototypical Tables, Charts, Graphs, and Narratives

After administration of the CCSAQ, the resulting data should be presented in ways that are comprehensible to a given audience. For some, narratives will be appropriate. For others, charts, tables, and other graphics may be helpful. Tables that have been used with positive results by organizations administering the measure are shown in Appendix ?. Bar graphs and pie charts can also be effective in presenting analyses of the CCSAQ. When using the tables, items that score beneath the subscale mean can be identified with an asterisk or shading to stimulate discussion.

In most cases, subscale means can be ranked from low to high and considered by the responding group as topical themes for training. Training interventions could then be developed emphasizing activities for items below the subscale mean. One goal of a training intervention could be to generate positive movement on the cultural competence continuum with respect to a given item or subscale.

Implications for Training

The CCSAQ was designed to aid organizations that wish to consider training and other interventions to improve services to children and families of color. A tenet of the cultural competence model is that professionals can become more culturally competent with training and experience. When an organization identifies the convergent and divergent needs of staff, all agency personnel within an organization can become more accomplished cross-culturally.

The CCSAQ can assist with internal improvements in organizations. For example, the self-assessment process will reveal if certain behaviors, as captured by a given item, are actually occurring. For instance, respondents who reveal that they are reaching out to natural helpers may wish to be identified as in-house resources who can share this

information with colleagues, precluding the need (at least initially) for outside consultation. In this case, two things can be accomplished: the use of in-house resources as training personnel who can disseminate site-specific best practices information, and the acknowledgment of in-house personnel for talents and attributes deemed important by the agency. Thus, the measure can generate greater sharing around cultural issues with respect to the organization's service delivery approaches, while bestowing distinction (and possibly other benefits or compensation) to staff who present relevant information.

The goal of a training intervention after use of the measure is to increase the cultural competence of staff. Moreover, post-test administration of the CCSAQ can be used as a method of evaluating the impact of a given intervention. Trainers can review aggregated results and design presentations and conferences to have the greatest impact for the personnel within the network of provider agencies. One format is interactive, where the facilitator or trainer asks a specific item, allows others in the audience to share their experiences, and develops a menu of strategies that lead to the desired behavior. Trainers can then suggest to administrators and staff the use of literature, program examples, or theorists and consultants that can address specific items.

Practical Considerations

Use of the measure can generate anxiety. Staff may feel intimidated by the questions or wonder what impact their responses will have. It will be important to share with staff that there is no way to perform poorly on the CCSAQ. The instrument is not an aptitude test or a measure of goodness. The administration of the CCSAQ is simply a part of a process attempting to identify cultural blind spots in order to address them. The process should not be experienced as ominous but rather as an endeavor that, at worst, will have benign consequences; at best, consequences of the process can be positive for staff development and the delivery of services to all populations.

It will be important for staff to know why the agency is conducting the assessment, why cultural competence is being pursued, and the agency's commitment to this value. Agencies should circulate this information prior to distribution of the questionnaires. It will be important to explain to prospective respondents the importance of candor because a desire for political correctness or other social acceptability may impact their responses. Therefore, confidentiality must be assured whenever the questionnaire is used.

A central tenet of the CASSP model is that individuals are on different points on the cultural competence continuum and everyone can improve. Therefore, comparisons between individuals and programs should be avoided. The goal for an organization is not to rate individual staff members but rather to help staff determine where they are, where they need to grow in cultural competence and help them gain that competence.

Logistics should also be considered, including issues of distribution and collection of survey forms because this is an area where confidentiality can be breached. Care should be taken to protect the respondents. Assuring workers that they will have the necessary time to complete the survey is also important. Typically, the completion time has averaged around twenty-five (25) minutes. It is important to record the number of forms distributed and collected in order to compute an accurate return rate.

Sampling may also prove to be an issue. In a small organization, the entire staff may be polled. In larger organizations, a preliminary review of completed questionnaires might be helpful to assure that a representative sample can be presumed. Since there are two versions of the CCSAQ, time will need to be taken to consider who gets which version. Staff who do not routinely interact with clients in clinical situations get the administrative version. Administrative support personnel (e.g., clerical and reception staff) as well as auxiliary personnel (e.g., drivers, food preparers, volunteers) get the direct service version.

Part of the survey analysis process includes answering questions related to organizational demographics. The demographic face sheet is designed to help agencies better describe their work force and to identify personnel with cultural expertise who are under-utilized as a training resource.

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APPENDIX A

APPENDIX A

CULTURAL COMPETENCE SELF-ASSESSMENT
QUESTIONNAIRE

SERVICE PROVIDER VERSION

This questionnaire is designed to assess cultural competence training needs of mental health and human service professionals. The self-assessment process is used to develop agency-specific training interventions, which address cross-cultural weaknesses and build upon cross-cultural strengths of the staff generally and organization specifically. Cultural competence is a developmental process; therefore the goal is to promote positive movement along the cultural competence continuum. Thus, the assessment should be viewed as an indication of areas in which the agency and staff can, over time, enhance attitudes, practices, policies, and structures concerning service delivery to culturally diverse populations. Your responses are strictly confidential and will solely be used to identify areas in which planned growth and greater awareness can occur.

Instructions: Please circle or otherwise mark the response that most accurately reflects your perceptions. If you have trouble understanding a question, answer to the best of your ability. Feel free to expand your responses or note concerns on the backs of the pages. Inapplicable questions will be statistically eliminated from the analysis. Please keep in mind that there is no way to perform poorly.

KNOWLEDGE OF COMMUNITIES

1. How well are you able to describe the communities of color in your service area?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

2. Please list the cultural group(s) of color who reside in your service area and how much of the overall population this represents:

Group	Percent of Population in Service Area	Percent of Population in State
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2a. How well are you able to describe within-group differences?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

3. How well are you able to describe the strengths of the groups of color in your service area?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

4. How well are you able to describe the social problems of the groups of color in your service area?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

5. To what extent do you know the following demographics within communities of color in your service area? *(Circle the number of your response for each area.)*

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
< Unemployment rates	1	2	3	4
< Geographic locations	1	2	3	4
< Income differentials	1	2	3	4
< Educational attainment	1	2	3	4
< Birth/death rates	1	2	3	4
< Crime rates	1	2	3	4
< Homicide rates	1	2	3	4

6. To what extent do you know the following about the people of color in your service area? *(Circle the number of your response for each area.)*

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
< Social historians	1	2	3	4
< Informal supports and natural helpers	1	2	3	4
< Formal social service agencies	1	2	3	4
< Formal leaders	1	2	3	4
< Informal leaders	1	2	3	4
< Business people	1	2	3	4
< Advocates	1	2	3	4
< Clergy or spiritualists	1	2	3	4

7. Do you know the prevailing beliefs, customs, norms and values of the groups of color in your service area?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

8. Do you know the social service needs within groups of color that go unaddressed by the formal social service system?
- NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
9. Do you know of social service problems that can be addressed by natural networks of support within the groups of color?
- NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
10. Do you know of any conflicts between or within groups of color in your service area?
- NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
11. Do you know the social protocol within communities of color?
- NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
12. Do you know how the causes of mental health/illness are viewed by the groups of color in your area?
- NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
13. Do you understand the conceptual distinction between the terms "immigrant" and "refugee"?
- NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
14. Do you know what languages are used by the communities of color in your area?
- NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
15. Are you able to describe the common needs of people **of all colors** in your community?
- NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

PERSONAL INVOLVEMENT

16. Do you attend cultural or racial group holidays or functions within communities of color?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
17. Do you interact with people of color within your service area?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
18. Do you attend school-based meetings that impact people of color in your service area?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
19. Do you attend community forums or neighborhood meetings within communities of color?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
20. Do you patronize businesses owned by people of color in your service area?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

21. Do you pursue recreational or leisure activities within communities of color?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

22. Do you feel safe within communities of color?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

23. Do you attend interagency coordination (IAC) meetings that impact service delivery in communities of color?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

24. Do you attend community- or culturally-based advocacy group meetings within communities of color?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

RESOURCES AND LINKAGES

25. Does your agency work collaboratively with programs that provide . . .

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
< employment training?	1	2	3	4
< educational opportunity?	1	2	3	4
< housing?	1	2	3	4
< alcohol/substance abuse treatment?	1	2	3	4
< maternal/child health services?	1	2	3	4
< public health services?	1	2	3	4
< juvenile justice services?	1	2	3	4
< recreation services?	1	2	3	4
< child welfare services?	1	2	3	4
< youth development services?	1	2	3	4

26. Does your agency have linkages with institutions of higher education (e.g., colleges, universities, or professional schools) that could provide you with accurate information concerning communities of color?

NONE₁ A FEW₂ SOME₃ MANY₄

27. Does your agency have linkages with civil rights, human rights, or human relations groups that provide accurate information concerning populations of color?

NONE₁

A FEW₂

SOME₃

MANY₄

28. Does your agency have linkages with the U.S. Department of the Census, local planners, chambers of commerce, or philanthropic groups who can provide you with accurate information regarding populations of color?

NONE₁

A FEW₂

SOME₃

MANY₄

29. Does your agency publish or assist in the publication of information focusing on populations of color?
- NONE₁ A FEW₂ SOME₃ MANY₄
30. Has your agency conducted or participated in a needs assessment utilizing providers in communities of color as respondents?
- NEVER₁ ONCE OR TWICE₂ A FEW TIMES₃ A NUMBER OF TIMES₄
31. Has your agency conducted or participated in a needs assessment utilizing people of color as respondents?
- NEVER₁ ONCE OR TWICE₂ A FEW TIMES₃ A NUMBER OF TIMES₄
32. Does your agency have linkages with advocates for communities of color who can give you reliable information regarding community opinions about diverse and important issues?
- NONE₁ A FEW₂ SOME₃ MANY₄
33. Does your agency conduct an open house or similar event to which you invite providers, consumers, and others concerned with service delivery to communities of color?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
34. Does staff utilize cultural consultants who can help them work more effectively within a cultural context?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
35. Does your agency utilize interpreters to work with non-English speaking persons?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
36. Does your agency subscribe to publications (local or national) in order to stay abreast of the latest information about populations of color?
- NONE₁ A FEW₂ SOME₃ MANY₄
37. Does your agency compile books or culturally-related written materials regarding people of color?
- NONE₁ A FEW₂ SOME₃ MANY₄

STAFFING

38. Are there people of color on the staff of your agency?

	NONE ₁	A FEW ₂	SOME ₃	MANY ₄	
39. Are there people of color represented in . . .					
		NONE	A FEW	SOME	MANY
< administrative positions?		1	2	3	4
< direct service positions?		1	2	3	4
< administrative support positions?		1	2	3	4
< operational support positions?		1	2	3	4
< board positions?		1	2	3	4
< agency consultants?		1	2	3	4
< case consultants?		1	2	3	4
< (sub)contractors?		1	2	3	4

40. Does your agency . . .					
		NEVER	SELDOM	SOMETIMES	REGULARLY
< hire natural helpers or other non-credentialed people of color as para-professionals?		1	2	3	4
< hire practicum students or interns of color?		1	2	3	4
< out-station staff in communities of color?		1	2	3	4
< hire bilingual staff?		1	2	3	4

41. Does your agency prepare new staff to work with people of color?
 NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

42. Does your agency provide training that help staff work with people of color?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

43. Does your agency emphasize active recruitment of people of color for staff positions?
 NONE₁ A LITTLE₂ SOME₃ A LOT₄

44. How well has your agency been able to retain people of color on the staff?
 NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

45. Does your agency staff routinely discuss barriers to working across cultures?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

46. Does agency staff routinely discuss their feelings about of working with consumers/co-workers of color?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
47. Does agency staff routinely share practice-based "success stories" involving people of color?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
48. Does your agency direct students of color towards careers in human service or related occupations?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
49. Does your agency convene or reward activities that promote learning new languages relevant to the communities of color that the agency serves?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

ORGANIZATIONAL POLICY AND PROCEDURES

50. As a matter of formal policy, does your agency . . .

	No POLICY	CONSIDERING POLICY	CURRENTLY WRITING FORMAL POLICY	POLICY IN PLACE
< use culture-specific assessment instruments for diagnosis?	1	2	3	4
< use culture specific treatment approaches?	1	2	3	4
< envision community empowerment as a treatment goal?	1	2	3	4
< review case practice on a regular basis to determine relevancy to clients of color?	1	2	3	4
< provide or facilitate child care?	1	2	3	4
< provide or facilitate transportation (e.g., bus tickets, ride-sharing)?	1	2	3	4
< allow access after regular business hours (e.g., through message-beeper, agreements with crisis-providers, etc.)?	1	2	3	4
< consider <i>culture</i> in service plans?	1	2	3	4
< conduct outreach to community-based organizations, social service agencies, natural helpers, or extended families?	1	2	3	4

	No POLICY	CONSIDERING POLICY	CURRENTLY WRITING FORMAL POLICY	POLICY IN PLACE
< take referrals from non-traditional sources?	1	2	3	4
< translate agency materials into languages that reflect the linguistic diversity in your service area.	1	2	3	4
< solicit input from groups of color with respect to physical plant location and interior design.	1	2	3	4
< advocate for a better quality of life for persons of color in addition to providing services.	1	2	3	4
51. In general, how well are policies communicated to agency staff?				
	NOT AT ALL ₁	BARELY ₂	FAIRLY WELL ₃	VERY WELL ₄
52. Is information on the ethnicity or culture of clients specifically recorded in your organization management information system?				
	NOT AT ALL ₁	MINIMALLY ₂	PRETTY WELL ₃	VERY WELL

REACHING OUT TO COMMUNITIES

56. How well do you assure that the communities of color are aware of your program and the services and resources you offer?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

57. Does your organization or agency reach out to . . .

	NEVER	SELDOM	SOMETIMES	REGULARLY
< churches and other places of worship, clergy persons, ministerial alliances, or indigenous religious leaders in communities of color?	1	2	3	4
< medicine people, health clinics, doctors, dentists, chiropractors, naturopath, herbalists or midwives that provide services in or to members of communities of color?	1	2	3	4
	NEVER	SELDOM	SOMETIMES	REGULARLY

< publishers, broadcast or other media sources within communities of color?	1	2	3	4
< formal entities that provide services?	1	2	3	4
< cultural, racial, or tribal organizations where people of color are likely to voice complaints or issues?	1	2	3	4
< business alliances or organization in communities of color?	1	2	3	4

58. Are people of color depicted on agency brochures or other media?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

59. Does your agency participate in cultural, political, religious, or other events or festivals sponsored by communities of color?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

APPENDIX B

APPENDIX B

**CULTURAL COMPETENCE SELF-ASSESSMENT
QUESTIONNAIRE**

ADMINISTRATIVE VERSION

This questionnaire is designed to assess cultural competence training needs of human services organizations and administrative staff. The goal of this self-assessment process is used to develop agency-specific training interventions that address cross-cultural weaknesses and build upon cross-cultural strengths of a given organization and its administrative staff. Because cultural competence is a developmental process, the assessment should not be viewed as a static measure but as an indication of areas in which the program and staff can enhance their attitudes, practices, policies and structures as they relate to culturally diverse populations over time. Your responses are strictly confidential and will not result in individual comparisons, but will be used to identify areas in which planned growth and greater awareness can occur.

Instructions: Please circle or otherwise mark the response that most accurately reflects your perceptions. If you have trouble understanding a question, answer to the best of your ability. Feel free to expand your responses or note concerns on the backs of the pages. Inapplicable questions will be statistically eliminated from the analysis. Please keep in mind that there is no way to perform poorly.

KNOWLEDGE OF COMMUNITIES

1. How well are you able to describe the communities of color in your service area?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

2. Please list the cultural group(s) of color who reside in your service area and how much of the overall population this represents:

Group	Percent of Population in Service Area	Percent of Population in State
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2a. How well are you able to describe within-group differences?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

3. How well are you able to describe the cultural or community strengths of the groups of color in your service area?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

4. How well are you able to describe the social or community problems of the groups of color in your service area?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

5. To what extent do you know the following demographics within communities of color in your service area? *(Circle the number of your response for each area.)*

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
< Unemployment rates	1	2	3	4
< Geographic locations	1	2	3	4
< Income differentials	1	2	3	4
< Educational attainment	1	2	3	4
< Birth/death rates	1	2	3	4
< Crime rates	1	2	3	4
< Homicide rates	1	2	3	4

6. To what extent do you know the following characteristics of the people of color in your service area? *(Circle the number of your response for each area.)*

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
< Social historians	1	2	3	4
< Informal supports and natural helpers	1	2	3	4
< Formal social service agencies	1	2	3	4
< Formal leaders	1	2	3	4
< Informal leaders	1	2	3	4
< Business alliances	1	2	3	4
< Advocates	1	2	3	4
< Clergy or spiritualists	1	2	3	4

7. Do you know the prevailing beliefs, customs, norms and values of the groups of color in your service area?

NOT AT ALL₁

BARELY₂

FAIRLY WELL₃

VERY WELL₄

8. Do you know the social service needs within groups of color that go unaddressed by the formal social service system?
 NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
9. Do you know of social service problems that can be addressed by natural networks of support within the groups of color?
 NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
10. Do you know of conflicts between or within groups of color in your service area?
 NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
11. Do you know of the social protocol within communities of color?
 NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
12. Do you know how the causes of mental health/illness are viewed by the groups of color in your area?
 NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
13. Do you understand the conceptual distinction between the terms "immigrant" and "refugee"?
 NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
14. Do you know what languages are used by the communities of color in your area?
 NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
15. Are you able to describe the common needs of people **of all colors** in your community?
 NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

PERSONAL INVOLVEMENT

16. Do you attend cultural or racial group holidays within communities of color?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
17. Do you attend school-based meetings within communities of color in your service area?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
18. Do you attend community forums or neighborhood meetings within communities of color?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
19. Do you patronize businesses owned by people of color in your service area?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
20. Do you pursue recreational or leisure activities within communities of color?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
21. Do you feel safe within communities of color?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

22. Do you attend interagency coordination meetings that impact service delivery in communities of color?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

23. Do you attend community- or culturally-based advocacy group meetings within communities of color?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

RESOURCES AND LINKAGES

24. Does your agency work collaboratively with programs that provide . . .

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
< employment training?	1	2	3	4
< educational opportunity?	1	2	3	4
< housing?	1	2	3	4
< alcohol/substance abuse/treatment?	1	2	3	4
< maternal/child health/services?	1	2	3	4
< public health/services?	1	2	3	4
< juvenile justice/services?	1	2	3	4
< recreation/services?	1	2	3	4
< child welfare/services?	1	2	3	4
< youth development/services?	1	2	3	4

25. Does your agency have linkages with institutions of higher education (e.g., colleges, universities, or professional schools) that could provide you with accurate information concerning communities of color?

NONE₁ A FEW₂ SOME₃ MANY₄

26. Does your agency have linkages with civil rights, human rights, or human relations groups that provide accurate information concerning populations of color?

NONE₁ A FEW₂ SOME₃ MANY₄

27. Does your agency have linkages with the U.S. Department of the Census, local planners, chambers of commerce, or philanthropic groups who can provide you with accurate information regarding populations of color?
- NONE₁ A FEW₂ SOME₃ MANY₄
28. Does your agency publish or assist in the publication of information focusing on populations of color?
- NONE₁ A FEW₂ SOME₃ MANY₄
29. Has your agency conducted or participated in a needs assessment utilizing providers in communities of color as respondents?
- NEVER₁ ONCE OR TWICE₂ A FEW TIMES₃ A NUMBER OF TIMES₄
30. Has your agency conducted or participated in a needs assessment utilizing members of citizens of color as respondents?
- NEVER₁ ONCE OR TWICE₂ A FEW TIMES₃ A NUMBER OF TIMES₄
31. Does your agency have linkages with advocates for communities of color who can give you reliable information regarding community opinions about diverse and important issues?
- NONE₁ A FEW₂ SOME₃ MANY₄
32. Does your agency conduct an open house or similar type of event to which you invite providers, consumers, and others concerned with service delivery to communities of color?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
33. Does staff have access to cultural consultants who can help them work more effectively within a cultural context?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
34. Does your agency have access to interpreters?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
35. Does your agency subscribe to publications (local or national) in order to stay abreast of the latest information on populations of color?
- NONE₁ A FEW₂ SOME₃ MANY₄
36. Does your agency compile books or culturally related written materials regarding people of color?
- NONE₁ A FEW₂ SOME₃ MANY₄
37. Does your agency contract with key informants or culturally-informed that can provide information regarding culturally-related issues?
- NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

38. Does your agency have access to external organizations that gather information relevant to groups of color?

NONE₁ A FEW₂ SOME₃ MANY₄

39. Does your staff have access to books or culturally related written materials regarding people of color?

NONE₁ A FEW₂ SOME₃ MANY₄

STAFFING

40. Are there people of color on the staff of your agency?

NONE₁ A FEW₂ SOME₃ MANY₄

41. Are there people of color represented in . . .

	NONE	A FEW	SOME	MANY
< administrative positions?	1	2	3	4
< direct service positions?	1	2	3	4
< administrative support positions?	1	2	3	4
< operational support positions?	1	2	3	4
< board positions?	1	2	3	4
< program consultants?	1	2	3	4
< case/consultants	1	2	3	4
< (sub)contractors?	1	2	3	4

42. Does your agency . . .

	NEVER	SELDOM	SOMETIMES	REGULARLY
< hire natural helpers or other non-credentialed people of color as para-professionals?	1	2	3	4
< hire practicum students or interns of color?	1	2	3	4
< out-station staff in communities of color?	1	2	3	4
< hire bilingual staff?	1	2	3	4

43. Does your agency prepare new staff to work with people of color?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

44. Does your agency provide training that help staff work with people of color?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
45. Does your agency emphasize active recruitment of people of color for staff positions?
 NONE₁ A LITTLE₂ SOME₃ A LOT₄
46. How well has your agency been able to retain people of color on the staff?
 NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄
47. Does your agency staff routinely discuss barriers to working across cultures?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
48. Does agency staff routinely discuss their feelings about of working with consumers or coworkers of color?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
49. Does agency staff routinely share agency or practice-based "success stories" involving people of color?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
50. Does your agency direct students of color towards careers in human service or related occupations?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄
51. Does your agency convene activities that promote learning new languages relevant to the communities of color that the agency serves?
 NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

ORGANIZATIONAL POLICY AND PROCEDURES

52. As a matter of formal policy, does your agency . . .

	No POLICY	CONSIDERING POLICY	CURRENTLY WRITING FORMAL POLICY	POLICY IN PLACE
< use culture-specific assessment instruments for diagnosis?	1	2	3	4
< use culture specific treatment approaches?	1	2	3	4
< envision community empowerment as a treatment goal?	1	2	3	4
	No POLICY	CONSIDERING POLICY	CURRENTLY WRITING FORMAL POLICY	POLICY IN PLACE
< review case practice on a regular	1	2	3	4

basis to determine relevancy to communities of color?				
< provide or facilitate childcare?	1	2	3	4
< provide or facilitate transportation (e.g., bus tickets, ride-sharing)?	1	2	3	4
< allow access after regular business hours (e.g., through message-beeper, agreements with crisis-providers, etc.)?	1	2	3	4
< specifically consider culture in service plans?	1	2	3	4
< conduct outreach to community-based organizations, social service agencies, natural helpers, or extended families?	1	2	3	4
< take referrals from non-traditional sources?	1	2	3	4
< translate agency materials into languages that reflect the linguistic diversity in your service area?	1	2	3	4
< solicit input from groups of color with respect to physical plant location and interior design?	1	2	3	4
< advocate for a better quality of life for persons of color in addition to providing services?	1	2	3	4

53. In general, how well are policies communicated to agency staff?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

54. How well does your agency record the ethnicity or culture of clients in its management information system?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

55. Can you suggest improvements in policies regarding communities of color, including the way policies are communicated?

REACHING OUT TO COMMUNITIES

56. How well do you assure that the communities of color are aware of your program and the services and resources you offer?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

57. Does your organization or agency reach out to . . .

	NEVER	SELDOM	SOMETIMES	REGULARLY
< churches and other places of worship, clergy persons, ministerial alliances, or indigenous religious leaders in communities of color?	1	2	3	4
< medicine people, health clinics, doctors, dentists, chiropractors, naturopath, herbalists or midwives that provide services in or to members of communities of color?	1	2	3	4
< publishers, broadcast or other media sources within communities of color?	1	2	3	4
< formal entities that provide services?	1	2	3	4
< cultural, racial, or tribal organizations where people of color are likely to voice complaints or issues?	1	2	3	4
< business alliances in communities of color?	1	2	3	4

58. Are people of color depicted on agency brochures or other media?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

59. Does your agency participate in cultural, political, religious, or other events or festivals sponsored by communities of color?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

APPENDIX C

APPENDIX C

CULTURAL COMPETENCE SELF-ASSESSMENT SCALE DEMOGRAPHIC INFORMATION

Now we would like to ask you questions about yourself. These are for research purposes only and will not be used to identify you.

- A. The following personal identification code allows you to keep your responses anonymous but allows the surveys to be matched in the future.

Personal identification code: First three letters of your mother's maiden name: _____ Last four digits of your best friend's phone number: _____
--

Please circle the appropriate number or fill in where requested.

- B. Sex: 1. Female 2. Male

- C. Race:

1. Asian/Pacific Islander
2. Black/African American
3. Hispanic- or Latino-American
4. Native American / Indian American
5. Caucasian
6. Other (please specify) _____

- D. Age: _____ Years

- E. Marital Status:

1. Married or marriage-like living arrangement
2. Single
3. Divorced
4. Separated
5. Widowed

- F. Highest level of education:

1. Some high school or less
2. High school diploma or GED
3. Business or trade school
4. Some college
5. College degree
6. Some graduate school
7. Graduate study

- K. Rank in order of most to least the groups of color:

- a. with whom you serve most

- G. Professional Affiliation:

- | | |
|----------------------------------|------------------|
| 1. Social Worker | 6. Accounting |
| 2. Psychiatrist | 7. Teacher |
| 3. Psychologist | 8. Physician |
| 4. Nurse | 9. Lawyer |
| 5. Business | 10. Case Manager |
| 11. Other (please specify) _____ | |

- H. Position and Experience:

Position: _____

Years with agency: _____

Years experience in administration: _____

Years experience in direct service: _____

- I. To what extent are you involved with the analysis or formation of agency policy?

- | | |
|----------------|---------------|
| 1. Very much | 2. Sometimes |
| 3. Very rarely | 4. Not at all |

- J. How many cultural awareness/competence workshops or conferences have you attended since 1975?

1. None
2. 1 to 3
3. 4 to 6
4. 7 to 9
5. 10 or more

b. of which you feel most knowledgeable

c. with whom you have most social contact

L. Which of the following experiences apply to you? Check all that apply.

___ personal military experience
if so, for how long? ___ years

___ parents who were career military

___ Peace Corps

___ Vista

___ Lived in a foreign country
if so, for how long? ___ years
where? _____

___ Active religious affiliation
if so, please list: _____

M. List any foreign languages that you currently speak.

APPENDIX D

APPENDIX D

SUBSCALE ANALYSES

Knowledge of Communities: This subscale concerns awareness of the respective cultural groups, how they differ from the dominant culture, how they differ internally, and how they differ from non-mainstream cultural groups. Therefore, cultural beliefs, vulnerabilities, strengths, demographics, and contextual realities are of central focus. In particular, it is important for professionals and systems to understand issues and factors which can preclude or support specific clinical or programmatic efforts respectively.

SCALE-KNOWLEDGE OF COMMUNITIES	SPV MEAN	ADV MEAN
Ability to Describe Communities of Color in Area	1	1
Ability to Describe within Group Differences	2	2
Ability to List Cultural Strengths	3	3
Ability to List Social Problems	4	4
Knowledge of Risk Factors By Group a. unemployment rates b. geographic locations c. income differential attainment d. educational attainment e. birth/death rate f. crime rates g. homicide rates	5	5
Knowledge of Group Characteristics a. social historians b. informal supports and natural helpers c. formal service systems utilized d. formal leaders e. informal leaders f. business alliances g. advocates h. clergy or spiritualists	6	6
Knowledge of Prevailing Beliefs, Customs, Norms, of Respective Groups	7	7

Knowledge of Unmet Social Services Needs By Groups	8	8
Services That Can Be Addressed by Natural Helping Network	9	9
Knowledge of Conflicts within Communities of Color	10	10
Knowledge of social protocol within COC	11	11
Knowledge of Cultural-Specific Definitions of Mental Health/Illness	12	12
Knowledge of the Conceptual Distinction Between Terms "Immigrant" and "Refugee"	13	13
Knowledge of Languages Used By Groups of Color	14	14
Ability to Describe Common Needs of People of All Colors	15	15
SUBSCALE MEANS (KNOWLEDGE)		

Personal Involvement: This subscale concerns the degree to which professionals and agencies demonstrate reciprocity to a given ethnic community or community of color. Much of the cross-cultural literature considers personal involvement as one of the highly effective methods of both learning about and showing respect to diverse communities.

SCALE:PERSONAL INVOLVEMENT	SPV MEAN	ADV MEAN
Attend Cultural/Racial Holidays	16	16
Interact with People of Color in Area	17	17
Attend School-Based Meetings	18	18
Attend Community Forums in Communities of Color	19	19
Pursue Recreational of Leisure Activities within Communities of Color	20	20
Do You Feel Safe in COC	21	21
Attend Interagency Coordination Meetings in COC	22	22
Attend Community- or Culturally-Based Advocacy Meetings in COC	23	23
SUBSCALE MEAN TOTALS (INVOLVE)		

* COC = Communities of Color

Resources and Linkages: This subscale is an indication of the system's ability to effectively utilize both formal and informal networks of support within a given cultural community to develop a comprehensive system of care. Such linkages with the various resources are often vital outlets for personnel recruitment, community education, and for obtaining demographic, theoretical, or philosophical perspectives of a given cultural community. Moreover, with the shrinking of formal service system over recent years, natural networks are often necessary to provide a more individualized array of services to more completely meet the needs of a given client or family.

SCALE: RESOURCES AND LINKAGES	SPV MEAN	ADV MEAN
Does Your Agency Work Collaboratively with Programs that Provide a. employment training b. educational opportunity c. housing d. alcohol/substance abuse treatment e. maternal/child health services f. public health services g. juvenile justice services h. recreational services i. child welfare services j. youth development services	24	24
Linkages with Higher Education	25	25
Linkages with Civil Rights/Human Rights or Human Relation Groups	26	26
Links with Census, Planner etc. for Accurate Information Regarding POC	27	27
Publish or Assist in the Publication of Information on Cultural Groups/Issues	28	28
Needs Assessments Using Providers	29	29
Needs Assessments Using People of Color	30	30
Key Cultural Contacts or Advocates for COC	N/A	31
Conduct Open House-Type Events	N/A	32
Consult with Individual Who Know Specific	24	33

Cultural Groups of Color		
Collaborate with Professionals of Color re:culturally sensitive case	25	N/A
Staff Access to Cultural Consultants	26	32
Contract with Cultural Key Informants or NaturalHelpers	N/A	33
Utilize Interpreters to Work with Non-English Speaking POC	27	34
Involve Citizens of Color on Review Bodies	N/A	35
Agency-Based Resources for Gathering Cultural Information	N/A	36
Subscriptions to Publications re:POC	N/A	37
Staff Access to Culturally-Related Materials (Books, Video, etc.)	N/A	38
Maintain Personal Library with Cultural References	28	N/A
Attend Cross-Cultural Workshop	29	N/A
Take Ethnic Study Course	30	N/A
Workspace or Office Contain Cultural Artifacts	31	N/A
SUBSCALE MEAN TOTALS (RESOURCES)		

Staffing: This subscale addresses the recruitment and retention of diverse staff, preparation of new staff, training activities convened by the agency, and the various activities generally sanctioned by the agency to keep staff abreast of cultural issues.

SCALE: STAFFING	SPV MEAN	ADV MEAN
People of Color on Staff	34A	40
Hire Natural Helpers	35A	41A
Practicum or Intern Students of Color	35B	41B
Station Staff in Ethnic Enclaves	35C	41C
Hire Bilingual Staff	35D	41D
Culturally-Prepare New Staff	36	42
Cultural Training of POC	37	43
Active Recruiting of POC	38	44
Retain POC on Staff	39	45
Routinely Discuss Barriers to Services Faced by POC	40	46
Routinely Discuss Cross-Cultural Comfort and Discomfort	41	47
Routinely Share Cross-Cultural Success Stories	42	48
POC Represented on Agency Board	43A	49A
POC as Agency Consultant	43B	49B
POC represented on Agency Policy-Making Bodies	43C	49C
Direct POC toward Social Service Careers	44	50
Promote the Learning of New Languages	45	51
SUBSCALE MEAN TOTALS (STAFFING)		

Practice and Service Delivery: This subscale is primarily with the activities on the part of service providers. It lists a number of suggested activities that exemplify one or several aspects of the cultural competence model. Indeed the list is not exhaustive.

SUBSCALE: PRACTICE AND SERVICE DELIVERY (Service Provider Only)	SPV MEAN
Know Problems with Mainstream Diagnostic Approaches	47
Discuss Cultural Issues with Consumers	48
Share Information on Your Personal or Professional Background	49
Share Personal Feeling with Consumers	50
Assess Level of Assimilation/Acculturation	51
Use of Cultural Strengths or Culturally-Based Resources in Treatment Plan	52
Encourage Clients to Discuss Cultural or Racial Issues	53
Use Cultural References, Historic Events, or Other Cultural Manifestations to Empower Clients of Color	54
Use Culturally-Normed Evaluation or Treatment Approaches	55
Treatment Plan Contain a cultural dimension	56
Advocate for Improved Quality of Life for Communities of Color	57
Familiar with Moderator Variables	58
Use Ethnographic Interviewing Techniques	59
Use Self-Disclosure in Treatment Process	60
Encouraging the Involvement of Family Members in Treatment Process	61
Set Appointments Outside of Office Setting	62
Consider Clergy and Spiritual Resources as Resources People in Treatment Process	63

Require Promptness in Appointments or Clients May Not be Seen	64
Use Culturally Appropriate Consumer Satisfaction Measures	65
Facilitate or Arrange Transportation, Child Care, or Other Supports for Clients' appointments	66
SUBSCALE MEAN TOTALS(SERVICE & DELIVERY)	

Organizational Policies and Procedures: This subscale concerns the various practices and procedures which reflect culturally competent principles but have yet to be mandated by policy. These culturally progressive efforts are often a result of a given leadership style, staff personalities, or even fads which can change or erode over time. Therefore one important aspect of policy is to uphold good clinical and administrative practices.(This is a three point-scale numbers will appear lower).

SCALE: ORGANIZATIONAL POLICIES & PROCEDURES	SPV MEAN	ADV MEAN
Use of Culturally-Normed Assessment Procedures	68A	53A
Use of Culture-Specific Treatment Approaches	68B	53B
Community Empowerment as Treatment Goal	68C	53C
Routine Review of Practice to Ensure Cultural Appropriate Service Delivery	68D	53D
Provide or Facilitate Child Care	68E	53E
Provide or Facilitate Transportation	68F	53F
Access after Regular Business Hours(e.g., beeper crisis arrangements,etc.)	68G	53G
Cultural as a Component of All Treatment Plans	68H	53H
Outreach to Community-Based Organizations, Social Services Agencies, and Natural Helpers	68I	53I
Referrals from Non-Traditional Sources	68J	53J
Agency Materials Translated into Appropriate Languages	68K	53K
Community Input into Interior Decor	68L	53L
Advocate for a Better Quality of Life for Communities and People of Color	68M	53M
Policies Well Disseminated and Understood	N/A	54
Ethnicity Recorded in MIS	N/A	55
SUBSCALE MEAN TOTALS (POLICIES)		

Reaching out to Communities: This subscale is suggestive of outreach efforts and venues that may prove helpful to clients and communities of color. This section emphasizes connection with such individual, agencies, and structures who informally work on behalf of children and families within a given cultural context. When appropriately engaged, culturally-sanctioned helpers, leaders, supports, and ultimately networks can compromise highly effective systems of care at either the case or class levels.

SCALE: REACHING OUT TO COMMUNITIES	SPV MEAN	ADV MEAN
Ensure Community Aware of Program	70	57
Outreach to Places of Worship	71A	58A
Outreach to Natural Healers	71B	58B
Outreach to Media Resources in Communities of Color	71C	58C
Outreach to Formal Service Provider Network	71D	58D
Outreach to Tribal or Cultural Organizations	71E	58E
Outreach to Indigenous Merchants or Business People	71F	58F
People of Color on Agency Brochures	73	60
SUBSCALE MEAN TOTALS (OUTREACH)		