

## INTRODUCTION

### **Our Working Definition of and Assumptions Underlying Our Conceptual Framework for Cultural Responsiveness**

We acknowledge that there are multiple definitions of cultural responsiveness as well as ongoing consideration of whether or not "cultural responsiveness" is appropriate phrasing for the complexity of underlying knowledge, philosophies, policies, and practices. With that in mind, we offer a working definition that informed the design of this tool.

#### ***Our Working Definition***

Cultural responsiveness is more than just "expressing sensitivity or concern" for individuals from all cultures (cultural sensitivity). A culturally responsive organization is one that is designed to effectively meet the needs of individuals from diverse cultural backgrounds and experiences. It involves understanding not only the societal oppressions faced by various groups of people, but also respecting the strengths and assets inherent in different communities. This understanding must then be reflected in program services, staffing, philosophies and policies.

#### ***Our Assumptions***

Three underlying assumptions inform the structure and purpose of this tool:

- achieving "cultural responsiveness" is a developmental process at both the individual and organizational levels; appropriate support, individuals and organizations can enhance their cultural awareness, knowledge and skills over time, and
- there is a wealth of cultural strengths that exist within organizations and/or networks of professionals; the capacity building work is to lift up, increase and strengthen those practices.

Additionally, we recognize that using words like "cultural diversity" touch upon racism, sexism and classism and that "cultural" is not neutral. Different cultural groups are ascribed differential status and power.

## The Tool and Its Purpose

### **This Tool and Its Purpose**

This tool is organized into areas which when analyzed in the aggregate speak to an organization's readiness to address application of practices which increase (or maintain) its ability to provide effective services and supports and engage in action that is "culturally responsive."

The end goals of increasing cultural responsiveness are to have more effective and sustainable organizations which provide DV services which reach and serve diverse community needs.

This tool explores elements common to many different definitions of cultural responsiveness. It is not intended to fully capture or account for the full complexity, diversity, and influence of culture.

However, we believe the findings from the organizational self-assessment will:

- | Deepen insights as to the way in which culturally responsiveness practice is being weaved throughout your organization.
- Provide a snapshot of your organization with regard to where it is now on a developmental continuum for which there is no end-point.
- | Help your organization understand its strengths as well as identify areas that may benefit from attention and improvement.

## Background Information

### \*1. Your organization:

Please provide your organization's full name:

### 2. How long have you been working/volunteering with this organization?

- Less than 1 year
- 1 to 3 years
- 4 to 6 years
- 7 to 9 years
- 10 to 20 years
- More than 20 years

### 3. My current role at the organization is:

Other (please specify)

## ORGANIZATIONAL COMMITMENT & CULTURE

**4. Based on your experience, please indicate the degree to which the following policies and procedures are in place at your organization.**

**My organization:**

	Does not exist	Is written, but infrequently followed	Is generally followed but is not written	Is written, generally followed	Is written and followed with little or no exception	Unable to Judge
Has policies and procedures which reflect a commitment to serving clients/families of different cultural backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has personnel policies which reflect a commitment to valuing staff diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has policies against discrimination and harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has recruitment policies and procedures which are supportive of building a diverse staff that is culturally and linguistically responsive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has interviewing policies and procedures which are supportive of building a diverse staff that is culturally and linguistically responsive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has hiring policies and procedures which are supportive of building a diverse staff that is culturally and linguistically responsive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has professional development policies and procedures which are supportive of enhancing the skills of a diverse staff that is culturally and linguistically responsive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has policies and procedures for reviewing and acting upon client feedback on its services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

# Cultural Responsiveness Organizational Self Assessment (CROS) v2.5

Has policies and procedures for reviewing and acting upon client feedback on its cultural responsiveness.

Has policies and procedures for making materials (printed and electronic) affirming of the various cultural backgrounds of people served.

## 5. Based on your experience, please indicate how often the following practices occur in your organization.

### In my organization:

	Never	Rarely	Sometimes	Often	Very Often	Unable to Judge
Hiring decisions reflect a commitment to building a diverse staff that is culturally and linguistically responsive.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We solicit feedback from clients/partners, in general	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We solicit feedback from clients/partners specifically about our cultural responsiveness	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We review feedback from clients/partners	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We act upon feedback from clients/partners	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We make / display materials (printed and electronic) affirming of the various cultural backgrounds of people served.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6. Based on your experience, how would you describe the the proportion of each group for whom:

### There is interest in and support of cultural diversity within the organization by:

	None or very few	Some, but less than one-half	About one-half	More than one-half, but not all	All or almost all	Unable to Judge
Staff	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteers	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Cultural Responsiveness Organizational Self Assessment (CROS) v2.5

## Leadership Commitment

In the question below and in several other parts of the survey, we use the following response options to describe how often something happens:

**NEVER:** This NEVER happens

**RARELY:** This happens MUCH LESS often than there is opportunity to do so.

**SOMETIMES:** This happens LESS often than there is opportunity to do so.

**OFTEN:** This happens MOST OF THE TIME there is opportunity to do so.

**VERY OFTEN:** This happens EVERY TIME or ALMOST EVERY TIME there is opportunity to do so.

**LEADERSHIP:** The questions that follow refer to organizational leaders. Organizational leaders can include non-positional leaders. In the questions below, please consider those who have influence in the areas asked about recognizing that these leaders may or may not be in management roles.

**8. Based on your experience and using the response options described above, please indicate how often:**

### Organizational Leaders:

	Never	Rarely	Sometimes	Often	Very Often	Unable to Judge
Clear vision of what cultural competency means.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritize what needs to happen to elevate cultural competency as an organizational value.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the creation a culturally responsive environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support innovation around cultural competency practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize staff whom suggests new culturally relevant projects or programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Address cultural tensions that arise within the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the ability of staff to raise issues arising from cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CRITICAL ANALYSIS

Words like "cultural diversity" touch upon racism, sexism and classism, etc. The questions below acknowledge that cultural/culture is not neutral and that different cultural groups are ascribed differential status and power.

With this in mind, the questions below ask you to describe how often your organization engages in critical analysis to better understand those things that contribute to the existence, impact, and effective prevention and treatment of domestic / intimate partner violence.

### 10. Based on your experience, please indicate how often:

#### **Our organization engages in discussions that analyze domestic/intimate partner/relationship in ways that includes the following:**

	Never	Rarely	Sometimes	Often	Very Often	Unable to Judge
The history of the issue and how it varies/looks different in and across cultures and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ways in which different cultures and communities describe, define and address this issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ways in which this issue connects with other efforts such as: <i>women's rights; racial justice; immigration justice; lesbian, gay, bisexual, and transgender rights; marriage equality; economic justice; environmental justice; and other issues with a social justice focus.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How the criminal justice system impacts the issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How immigration and naturalization services impacts the issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledgement of an institution or institutions which affect this issue and solutions. <i>Institutions can include include</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

## REFERENCES

The following resources and the work of the following individuals helped to inform the development of this tool:

Bennett, M.J. (1993). Towards Ethnorelativism: A developmental model of intercultural sensitivity. In R.M. Paige (Ed.) Education for the intercultural experience. Yarmouth, ME: Intercultural Press.

Cultural Competency Assessment Tool. Government of British Columbia: Ministry for Children and Families.

The National Center for Cultural Competence, Georgetown University, Cultural and Linguistic Competence Policy Assessment.

National Standards on Culturally and Linguistically Appropriate Services (CLAS). U. S. Department of Health and Human Services. Office of Minority Health.

Prochaska, JO; Butterworth, S; Redding, CA; Burden, V; Perrin, N; Leo, M; Flaherty-Robb, M; Prochaska, JM. Initial efficacy of MI, TTM tailoring and HRI's with multiple behaviors for employee health promotion. *Prev Med* 2008 Mar;46(3):226–31. Accessed 2009 Mar 21.

Purnell, R. D. and Teng, S. (2012). Cultural Competency in California's Domestic Violence Field: Ensuring Access to DV Services for All Californians. Oakland, CA: RDP Consulting.

TCC Group. The Core Capacity Assessment Tool (CCAT).

Warrier, Sujata. (2011). Personal communication.

Wiley, Maya. Center for Social Inclusion.