

A Cultural Inclusion Framework for South Australia

Companion Document Two

Cultural Competency Self-Assessment Instrument

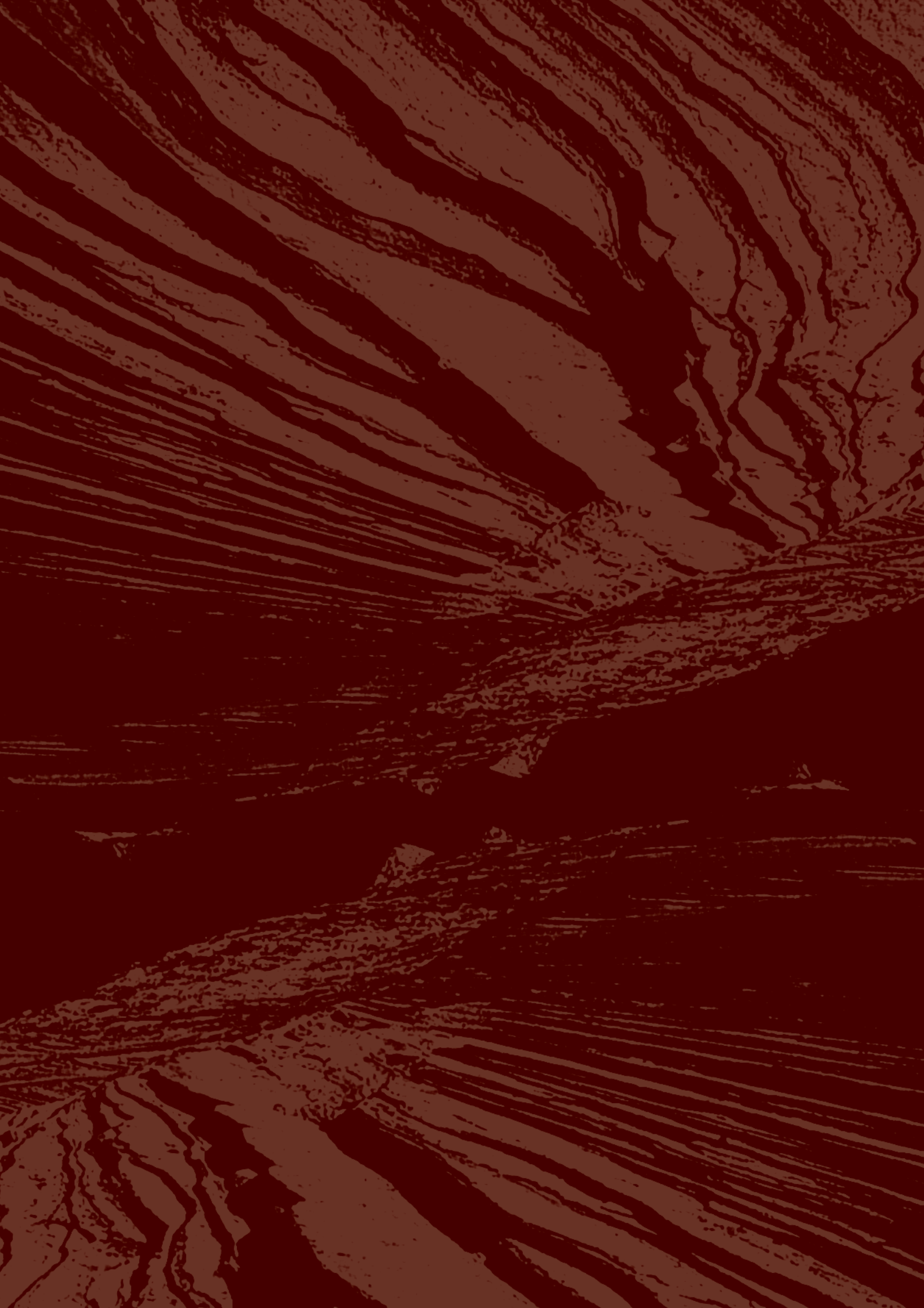
A guide to assist agencies in the public sector
to deliver culturally inclusive programs
to Aboriginal peoples in South Australia

When the term Aboriginal people is used it should
be read as an inclusive term of Torres Strait Islander
people's culture and language

December 2006



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and Cabinet



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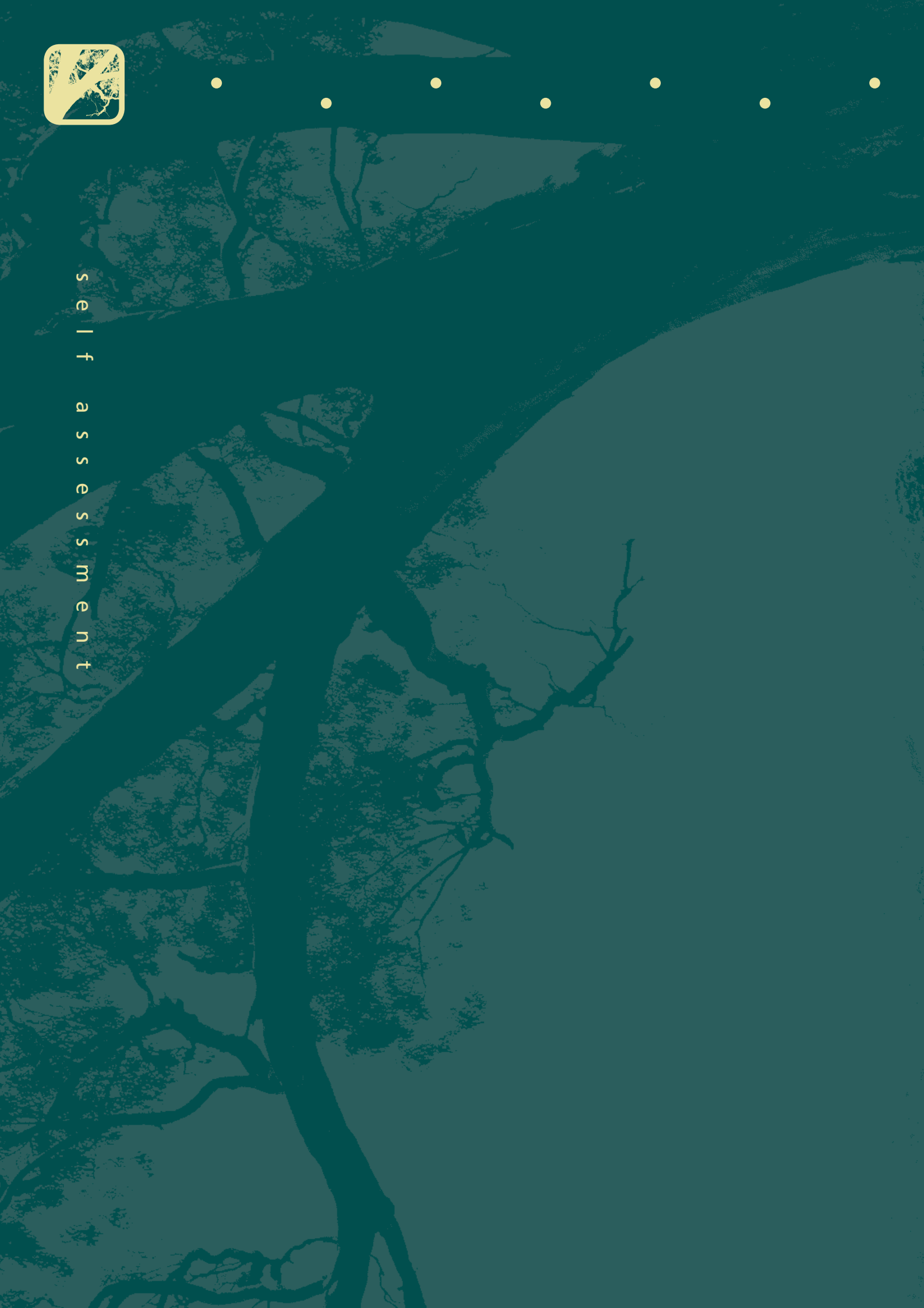
self assessment



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s e l f a s s e s s m e n t





Acknowledgments

This self–assessment instrument for cultural competency originated from the Child Welfare League of America (CWLA). The Aboriginal Consultancy Unit has been granted permission from the CWLA to utilise and revise the Cultural Competency Assessment Tool for internal assessment of agencies. This document cannot be revised nor amended without written approval from the Office of Public Employment and the Child Welfare League of America.

For agencies wishing to read more about Cultural Competency it is recommended that they purchase the books *Cultural Competence, A Guide for Human Service Agencies (Revised)* by Kimberleigh A. Nash and Jorge Velazquez Jr and *Cultural Competence Agency Self–Assessment Instrument*.

For more information please visit the CWLA Website.
HYPERLINK “<http://www.cwla.org/programs/culturalcompetence/default.htm>” <http://www.cwla.org/programs/culturalcompetence/default.htm>

Readings:

Culture and Cultural Competence

The Child Welfare League of America (CWLA) adopted the following definition for **culture** in 1991, revised in 2001:

Culture: The thoughts, ideas, behavior patterns, customs, values, skills, languages, arts and faith or religion of a particular people at a given point in time.

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Introduction

The enclosed tool for cultural competence is an internal self-assessment process that will assist agencies to work towards developing an agency cultural competence plan.

The outcome of the assessment should assist agencies in identifying strengths and areas for improvement in their responses to the needs of Aboriginal children, families and communities.

This assessment for cultural competency should assist agencies to take into account cultural factors from governance, administration, policy and planning, service delivery, client feedback process and interpretation of the results of the internal assessment.

Why is culture important? First, culture shapes personal and group values and attitudes, including perceptions about what works and what doesn't work, what makes sense to a given community and what doesn't.

We all have a distinct cultural background that has helped define us as individuals and as members of our respective communities. Understanding a group's culture helps professionals to understand how members of that group view their environment and their role in it.

Second, by understanding culture, service providers are better equipped to avoid stereotypes and biases that can contribute to the disparate treatment of specific cultural groups in the service system.

Understanding and respecting culture promotes a focus on the positive characteristics of a particular group and reflects an appreciation of cultural differences. Finally, culture plays a central role in the development and design of appropriate health and human service delivery programs.¹

As the definition implies, culture is much broader than race and ethnicity. Race and ethnicity are commonly thought to be dominant elements of culture, but a closer look tells us that these general categories fail to identify the substantial variances that are found within the different racial and ethnic groups.

The larger group may only share common physical characteristics, language, or their faith. We often fail to consider other distinct factors that influence the culture of communities within the larger categories of race and ethnicity, such as age, disability, education, gender, sexual orientation, geographic location and history.

The CWLA definition of cultural competence was also adopted in 1991 and revised in 2001.

Cultural competence: The ability of individuals and systems to respond respectfully and effectively to people of all cultures, races, ethnic backgrounds, sexual orientations and faiths or religions in a manner that recognises, affirms and values the work of the individuals, families, tribes and communities and protects the dignity of each.

Cultural competence is more inclusive in its scope and more comprehensive in its approach than previous attempts to promote coexistence in the United States. More powerful than affirmative action (giving access), diversity (employee management) and even multicultural training (respect of different social groups), cultural competence requires courage, vision and a different level of professional accountability.²

Attaining cultural competency is a process in which knowledge about individuals and their communities is translated and integrated into specific practices and policies applied in culturally appropriate settings. Culturally competent individuals establish positive helping relationships; engage families, cultural groups and/or their communities; and strive to improve the quality of services they provide.³

¹ U.S. Administration on Aging. (2001). Achieving cultural competence: A guidebook for providers of services to older Americans and their families. Washington, DC: Author.

² Bracey, J. (2001, Spring). Connecting the dots:

Cultural competency in communities of color. HIV impact [U.S. Department of Health and Human Services, Office of Minority Health], p.6.

³ U.S. Administration on Aging. (2001). Achieving cultural competence: A guidebook for providers of services to older Americans and their families. Washington, DC: Author.



Assessing cultural competence

A culturally competent individual or organisation holds culture and the elements of culture in high esteem.⁴ In addition, such individuals and organisations understand that cultural competence is a continuous process of assessing and broadening our knowledge of and respect for diverse individuals and communities.

As agency professionals and systems learn to integrate the unique strengths and perspectives of culturally diverse communities, the relationships and interactions between service providers and diverse communities become less strained.

The principles of culture and cultural competence define the lives of children, families, communities and ultimately the work of service provider agencies and staff.

To effectively work with and provide culturally appropriate services to increasingly diverse communities, we must advance our way of thinking to gain a fundamental understanding of cultural competence and its importance to the children and families we serve.

Using periodic assessments of our individual, organisational and service delivery cultural competence, we provide opportunities for learning and understanding the impact and importance of culture on services, organisations and the children and families served by the public sector systems.

There is no single 'best' way to assess and review the cultural competence of an agency and its staff. However, conducting a self-assessment is considered to be a good first step in the development of a long term and integrated agency cultural competence plan.

A cultural competence assessment should provide agencies and individuals working with diverse populations an opportunity to learn, collect information and plan.

The results should enable the agency to develop action steps for specific management, staff and service delivery improvements as it integrates and advances cultural competence principles.

The chart on the following pages lays out suggested steps for a successful self-assessment. A committee comprising board members, administrative staff members and program staff members should be formed to manage the review of this assessment procedure, provide information on the results of the assessment and develop a plan for future action.

A coordinator should be given primary responsibility for facilitating and monitoring the self-assessment process. The chart outlines the tasks to be performed in the assessment process, the person(s) responsible for each and suggested procedures.

⁴ Cross, T. (1988). Cultural competence continuum: Services to minority populations. Focal point: A national bulletin on family support and children's mental health, 3(1), 1-4.



Suggested steps in the self–assessment process

Task	Person(s) Responsible	Suggested Procedure(s)
1 Obtain support for an agency cultural competence assessment	CE or CE and agency services leadership	Present at board meeting (i.e. purpose, importance and long term goals)
2 Designate a cultural competence assessment coordinator	Board members, senior leadership, administrative staff, service delivery staff (ensure Aboriginal input)	Options: <ul style="list-style-type: none"> • Request volunteers • Appoint individuals willing to assume role • Select from individuals named
3 Select and organise a cultural competence assessment committee	Coordinator	Form committee, using one representative each from the board, administrative staff, supervisory/management staff, service staff, support staff and where possible, the individuals and families served. Ensure there is fair representation of Aboriginal representation on the Assessment Committee. It is recommended for agencies that do not have a high level of Aboriginal representation in its staffing, to include representation of external agencies such as Department of Aboriginal Affairs and Reconciliation (DARRE), local established community advisory boards/groups and or agencies in the sector that established Aboriginal units be included in the assessment process.
4 Important Notes: (1) Although the coordinator may be acting on behalf of the CE or senior management, the CE and management should remain active and supportive of the process.	(2) The committee should become a standing body responsible for monitoring the implementation of the strategic plan for achieving cultural competence.	(3) The committee should include other board or staff members as appropriate and develop a process for reporting its progress to the agency involved.
5 Determine procedure for self-assessment	Committee	Review the agency's mission statement, policy statements, policy procedure manual, personnel manual and website. Determine the degree which each reflects a commitment to the cultural competence and diversity.



	Task	Person(s) Responsible	Suggested Procedure(s)
6	Conduct self-assessment	Committee	<p>Make decisions regarding roles, assignments, time frames, and follow-up.</p> <ul style="list-style-type: none"> • Section 1: All agency personnel will complete this section. • Section 2: The committee will complete this section. • Section 3: Board members or members of the agency advisory committee will complete this section. • Section 4: Individuals who serve in senior leadership and management roles, such as the CE and deputy director, will complete this section. • Section 5: Individuals who have responsibility for program/policy development and practice oversight will complete this section. • Section 6: Individuals who provide direct services and/or information and referral services to individuals and families will complete this section. Additionally, individuals who supervise; direct services and/or information and referral services will complete this section. • Section 7: A random selection of formerly served family members (for example, 25% of cases closed within a one-year period) will be asked to complete this section. • Section 8: The committee will complete this section.
7	<p>Analyse and report findings</p> <p>Report findings</p>	<p>Committee</p> <p>CE and Committee</p>	<ul style="list-style-type: none"> • Consolidate responses to questionnaire in all sections and prepare a master copy for report. • Complete the narrative summary (see Section 8: 'Interpreting assessment results,' page 29). • Provide CE with a verbal and written report that includes a master copy of all responses, the Documents Checklist, and the committee's responses to Section 8: 'Interpreting your results', including future plans. • Present an assessment report to board and agency staff. Include a summary of responses, comments and suggestions; the Documents Checklist; and the committee's responses to Section 8: 'Interpreting assessment results', including future plans. • Develop a plan for future action to address identified challenges and describe the plan (see Section 8: 'Interpreting assessment results'). • Contact DAARE or your own internal Aboriginal agency for assistance with the planning and implementation of the agency's cultural competence initiative.

Note: This Assessment Tool can be utilised for other culturally and linguistically diverse clientele groups



Instructions

This cultural competence self–assessment instrument is designed to provide agencies with an opportunity to educate staff and gather information. The instrument will enable agencies to identify their strengths and the challenges they face in responding to the needs of the culturally diverse children, youth and families they serve.

It will further enable agencies to develop action steps for specific management and/or service changes necessary to progress toward the goals of cultural competence.

What follows are broad areas and common elements that should be included in any agency cultural competence assessment. This text is designed to highlight some major elements that agencies should consider and include as part of any comprehensive cultural competence assessment.

Although this assessment tool is not intended to be all inclusive, it is intended to be used as a guide for initial discussion and review of cultural competence principles within the agency and among its staff about the services that are being delivered to culturally and linguistically diverse individuals, children and families.

Each section of this instrument targets groups of individuals based on their general responsibilities in the agency. Complete those sections of the instrument that best describe your position or function within the agency. At your discretion, you are welcome to complete any and all other sections of the assessment.

Please read each statement carefully and circle the one best response that describes your agency's current status. Each statement should be considered individually. At the conclusion of each section, provide comments or recommendations. Be specific; provide an example if possible.

* This self–assessment is not intended to provide an empirical or scientific review of agency functioning, but to gather what information is available that may be grounded in data about agency functioning or information that is based on the collective experiences and wisdom of staff.



Section 1 Valuing culture and diversity

All agency personnel

Rationale

The culturally competent agency should have a philosophy that reflects a comprehensive understanding of the dynamics of ethnic and cultural differences and that provides a framework for eliminating bias from its services and programs. The agency should strive to use culture in a manner that empowers the individual and enhances family function.

Instructions

Please read each statement carefully and circle the one best response that describes your agency's current status. Each statement should be considered individually. At the conclusion of each section, provide comments or recommendations. Be specific; provide an example if possible.

- 1** The agency considers cultural factors such as language, race, ethnicity, customs, family structure, sexual orientation, and distinctive clan groups and/or community dynamics when delivering programs and services.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

- 2** The agency respects the culture, diversity and rights of Aboriginal individuals, children, youth and families it serves.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

- 3** The agency respects the culture, diversity and rights of its staff and service providers.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

- 4** The agency's programs, services and practice acknowledge, respect and respond to the various culturally defined needs of the Aboriginal children, youth and families it serves.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know



Section 2 Documents checklist

Assessment Committee

Rationale

All agency documents that are used reflect the cultural diversity of the agency's staff and the Aboriginal communities they serve.

Instructions

Please read each statement carefully and circle the one best response that describes your agency's current status. Each statement should be considered individually. At the conclusion of each section, provide comments or recommendations. Be specific; provide an example if possible.

1 The agency's mission statement reflects its commitment to serve the culturally diverse Aboriginal communities in its service population.

A Disagree **B** Somewhat Disagree **C** Somewhat Agree **D** Agree **E** Don't Know

2 The agency's staff is familiar with and understands the mission of the agency.

A Disagree **B** Somewhat Disagree **C** Somewhat Agree **D** Agree **E** Don't Know

3 The agency's practices and its administrative policies and procedures acknowledge the need for services to culturally diverse Aboriginal communities.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

4 To provide culturally and linguistically appropriate services to the Aboriginal communities being served, the agency personnel manual specifically outlines the agency's mission and principles for a diverse workforce.

A Disagree **B** Somewhat Disagree **C** Somewhat Agree **D** Agree **E** Don't Know

5 The agency's public relations materials (for example, brochures, pamphlets and the agency's website) specifically outline services to culturally diverse Aboriginal communities.

A Disagree **B** Somewhat Disagree **C** Somewhat Agree **D** Agree **E** Don't Know



3 The board periodically monitors and evaluates the agency's goals and process of achieving cultural competence by conducting annual service population surveys.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

The Agency Leadership and Board

4 The membership of the agency's board of directors reflects the cultural diversity of the Aboriginal populations served by the agency.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

5 The agency leadership and board collect and analyses demographic and statistical information on culturally diverse Aboriginal communities for use in the planning process.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

6 The agency leadership and board develop goals and objectives for allocating resources and delivering services in a manner that addresses the needs of the culturally diverse Aboriginal communities served.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

7 The agency leadership and board involve representatives of various cultural and Aboriginal communities in the planning process.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

8 The agency leadership and board members receive training in planning methods to specifically meet the needs of the culturally diverse Aboriginal communities.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

9 The board supports the development, coordination and integration of services to serve Aboriginal communities in a culturally and linguistically appropriate and effective manner.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

10 The agency leadership and board actively promote the recruitment of Aboriginal staff members.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

11 The agency leadership and board support the provision of relevant cultural competence training for all agency staff.

A Disagree **B** Somewhat Disagree **C** Somewhat Agree **D** Agree **E** Don't Know



Section 5 Policy development and program

Leadership/Supervisors

Rationale

Policy development provides a framework for agency decision making. Such policies must be culturally appropriate, as they provide the foundation for the agency's direct service programs and those services it purchases from community providers.

Instructions

Please read each statement carefully and circle the one best response that describes your agency's current status. Each statement should be considered individually. At the conclusion of each section, provide comments or recommendations. Be specific; provide an example if possible.

Program Development

1 The agency leadership and management are knowledgeable about federal and state statutes and regulations that relate to culturally and linguistically diverse Aboriginal populations.

A
Rarely

B
Sometimes

C
Almost Always

D
Always

E
Don't Know

2 The agency consults with organisations, advocates and outside experts who represent the culturally and diverse Aboriginal groups in the communities served before finalising programs and policies that may have a cultural impact.

A
Rarely

B
Sometimes

C
Almost Always

D
Always

E
Don't Know

3 The agency advocates for programs, policies and services that support the various culturally and diverse Aboriginal communities it serves.

A
Rarely

B
Sometimes

C
Almost Always

D
Always

E
Don't Know

4 The agency collects, maintains and analyses culturally specific Aboriginal demographic data on service providers, the service population and the broader community.

A
Rarely

B
Sometimes

C
Almost Always

D
Always

E
Don't Know

5 The agency has a clear process for evaluating the short term and long term effectiveness of its programs and policies relative to culturally and linguistically diverse Aboriginal communities.

1
Disagree

2
Somewhat Disagree

3
Somewhat Agree

4
Agree

5
Don't Know



Staff Retention

14 The agency provides all staff with continuous cultural competency training and information relevant to its mission, service population and the responsibilities of agency staff.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

15 The agency provides advancement opportunities for staff members who demonstrate, among other skills, cultural competency.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

16 The agency ensures that it has clearly written and understood anti-discrimination and anti-racism policies.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

17 The agency regularly reviews its compliance with anti-discrimination regulations and laws and its performance in the arena of cultural competence.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

18 The agency is committed to creating an atmosphere of understanding, respect and support for cultural diversity throughout its programs and activities.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

Supervision

19 The agency's administrators support and guide staff to implement programs and policies in a non-discriminatory manner.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

20 The agency's supervisors provide support and guidance in implementing agency programs and policies in a fashion that is culturally and linguistically appropriate.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

21 Based on program outcomes and feedback from the families being served, the agency evaluates all staff on their cultural competency, among other skills.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know



Public and Community Relations

22 The agency maintains a current list of culturally and linguistically diverse Aboriginal media contacts and organisations.

- | | | | | |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|
| A
Rarely | B
Sometimes | C
Almost Always | D
Always | E
Don't Know |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|

23 The agency advertises program information in culturally and linguistically diverse Aboriginal print and broadcast media and through community information networks and organisations representing culturally diverse Aboriginal communities.

- | | | | | |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|
| A
Rarely | B
Sometimes | C
Almost Always | D
Always | E
Don't Know |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|

24 Through photographs, graphics and other measures and by publishing in several languages where applicable, the agency ensures that its program brochures, reports and other publications reflect the diversity of the Aboriginal communities it serves.

- | | | | | |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|
| A
Rarely | B
Sometimes | C
Almost Always | D
Always | E
Don't Know |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|

25 The agency uses photographs (with permission) and other visual aids that reflect the cultural diversity of staff and the Aboriginal communities it serves.

- | | | | | |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|
| A
Rarely | B
Sometimes | C
Almost Always | D
Always | E
Don't Know |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|

26 The agency addresses, as appropriate, issues of cultural competence and diversity posed by Aboriginal families, service providers and the community.

- | | | | | |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|
| A
Rarely | B
Sometimes | C
Almost Always | D
Always | E
Don't Know |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|

27 The agency informs the general public and community agencies about cultural issues that impact the effectiveness of its programs and services.

- | | | | | |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|
| A
Rarely | B
Sometimes | C
Almost Always | D
Always | E
Don't Know |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|

Resource Materials

28 The agency develops, collects and uses resources such as videotapes, publications, guides and service manuals that address cultural competence in programs and services, specifically designed to reach culturally diverse Aboriginal communities.

- | | | | | |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|
| A
Rarely | B
Sometimes | C
Almost Always | D
Always | E
Don't Know |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|

29 The agency utilises, as appropriate, the expertise of Aboriginal community leaders, elders and internal/other Aboriginal resource persons in planning programs and delivering services.

- | | | | | |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|
| A
Rarely | B
Sometimes | C
Almost Always | D
Always | E
Don't Know |
|--------------------|-----------------------|---------------------------|--------------------|------------------------|



2 The agency offers frequent professional development opportunities for staff to examine their own cultural beliefs and attitudes to obtain a better understanding of the dynamics of Aboriginal cultural difference and interaction.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

3 Agency staff are given opportunities to become knowledgeable about federal and state legislation regulations and reports that relate to culturally and linguistically diverse Aboriginal communities.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

Case Planning and Assessment

4 The agency staff learn as much as possible about the diverse Aboriginal cultures of their service population and that population's values, beliefs, customs and languages.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

5 The agency staff conduct culturally competent assessments of the Aboriginal clients that they serve and develop culturally appropriate case plans for them.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

6 The agency staff involve Aboriginal clients in developing case plans and setting culturally appropriate goals.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

7 The agency staff consider the availability of Aboriginal community resources, including cultural and other community-based organisations, in the case planning process.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

8 Whenever possible, the agency staff work with Aboriginal clients in settings that are comfortable and familiar to them (eg homes, community facilities).

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

Case Services/Intervention

9 The agency staff work with Aboriginal clients to develop and/or maintain cultural supports in their families and/or communities.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

10 The agency staff empower Aboriginal clients by using their cultural strengths and informal support networks in service delivery.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know



11 The agency staff consider the impact of acculturation, assimilation and varied historical perspectives on programs and on the culturally diverse Aboriginal communities being served.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

12 The agency's line supervisors and workers understand the behaviours and cultural practices of Aboriginal clients, workers and communities from the cultural perspective of the various communities served.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

13 The agency's supervisors provide support and guidance to staff in applying their knowledge of cultural competence to decisions about intervention and service delivery.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

14 The agency's outreach, information activities and preventive services are designed to meet the needs of culturally and diverse Aboriginal communities.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

15 The agency's outreach services are provided in culturally and diverse Aboriginal communities or at other locations familiar to the Aboriginal clients it serves.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

16 The agency makes bilingual services available when needed or requested by the Aboriginal clients it serves.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

17 In making placement decisions, the agency considers the impact of the diverse culture of Aboriginal children, youth, their families and communities.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

Service Evaluations

18 The agency evaluates service and program outcomes on the basis of culturally relevant objectives developed with the diverse Aboriginal populations served.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know

19 The agency includes Aboriginal input in assessing the level of cultural competence in service delivery.

A Rarely **B** Sometimes **C** Almost Always **D** Always **E** Don't Know



Section 7 Children, youth and families served

Service Population

Rationale

The Aboriginal children and families served by an agency are the ultimate judges of that agency's ability to deliver services that are culturally competent and meet the needs of their service population.

Instructions

Please read each statement carefully and circle the response that best describes your experience with the agency. Circle yes or no and provide any comments or suggestions in the space provided for each statement.

1 I felt comfortable when I went to *(Name of agency or program)* Yes | No

Comments/Suggestions please:

2 I was made to feel welcome by the agency's staff when at the agency offices Yes | No

Comments/Suggestions please:

3 The environment and surroundings of the agency's office included representatives of my community. Yes | No

Comments/Suggestions Please:



4 I understood the documents, materials and information that were provided to me by the agency. Yes | No
Comments/Suggestions Please:

5 I was able to communicate with agency staff in my preferred language. Yes | No

6 I was able to communicate successfully with agency staff in my second or non-preferred language. Yes | No
Comments/Suggestions Please:

7 I felt comfortable with the agency staff who worked with me. Yes | No
Comments/Suggestions Please :

8 The staff who worked with me seemed to care about my needs. Yes | No
Comments/Suggestions Please:

9 The staff who worked with me understood my needs. Yes | No
Comments/Suggestions Please:



10 The staff members who worked with me were interested in learning and understanding more about my culture. Yes | No
Comments/Suggestions Please:

11 The agency staff treated me with respect. Yes | No
Comments/Suggestions Please:

12 The agency staff provided good services to me. Yes | No
Comments/Suggestions Please:

13 The agency provides good services that meet the needs of Aboriginal people who go there for support. Yes | No
Comments/Suggestions:

14 The agency has staff that represent my culture and community. Yes | No
Comments/Suggestions:



Section 8 Interpreting assessment results

As you evaluate your completed Cultural Competence Self-Assessment, consider the following questions.

- 1 What did the assessment indicate about your agency's overall response to the culturally diverse Aboriginal children, families and communities served?
- 2 What did the assessment indicate about the way your agency manages organisational issues related to cultural competency?
- 3 What specific strengths did your agency identify in completing the assessment?
- 4 What specific work needs to be undertaken to strengthen cultural competency within your agency?
- 5 What specific challenges did your agency identify in completing the assessment?
- 6 Were there any cultural subjects or issues that surfaced during the assessment that were not addressed in the questionnaire?

Future Plans

- 1 How does your agency plan to build on identified cultural strengths?
- 2 Will your agency develop a plan to address the identified cultural challenges?
- 3 How will you organise this work and monitor its progress?
- 4 What can DAARE or your agency's discrete Aboriginal Unit do to assist your agency in addressing cultural competence challenges, building on the agency's strengths and working on other issues related to culture?

If your agency feels it does not have the experience and or internal cultural competence to undertake this assessment process, you can contact DAARE, or seek the assistance of a relevant Aboriginal service provider (in your region) and ask them if they would be willing to participate.





