## TAKING A PULSE: Assessing Your Program’s Cultural and Linguistic Competence

Successful recruitment and retention strategies rest on cultural sensitivity, flexibility and relationship building. For programs to be successful, they must know, respect and appreciate the community in which they are working, its assets and its challenges. Cultural sensitivity helps program staff navigate the complex and diverse nature of communities.1 Here are some items for consideration when assessing your Healthy Start program’s cultural competence in working with diverse families.2

| **On a scale of 0 to 4, how well/often does our Healthy Start program do the following…**  **(O = poorly/not well, 4= all the time/excellent)** | |
| --- | --- |
|  | Honors and respects families and youth of diverse cultures. |
|  | Recognizes the strengths, skills and resiliency of diverse families and youth. |
|  | Is committed to including persons from diverse communities in all aspects of our work. |
|  | Is committed to diversity in our Board, Leadership, Staffing and volunteers. |
|  | Keeps up-to-date on which population groups live in the area we serve and tracks any changes that take place. |
|  | Collects demographic data on race, ethnicity, language, and national origin of groups we serve. |
|  | Uses a process to review demographic data and identify groups not being served. |
|  | Identifies and works with natural networks of support in diverse communities to increase awareness and acceptance of services and supports we offer. |
|  | Builds relationships with diverse community leaders so that they know about and feel comfortable using the services and supports we offer. |
|  | Makes sure that diverse families and youth are part of our peer support network. |
|  | Takes culture and language into account when pairing families with peers. |
|  | Collects and organizes information about resources that exist within diverse communities. |
|  | Makes referrals to services and supports that take language and culture into account. |
|  | Conducts follow-up activities with families to determine their satisfaction with the information and referrals provided. |
|  | Advocates for systems and services and supports that are culturally and linguistically competent. |

*1 Goode, T. (2001). Policy brief 4: Engaging communities to realize the vision of one hundred percent access and zero health disparities: a culturally competent approach. Washington, D.C.: National Center for Cultural Competence, Georgetown University Child Development Center*

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