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This Toolkit on Cultural and Linguistic Competency was especially designed for Family PACT providers. Take advantage of its easy-to-use assessment tool and its helpful resources.

This introductory section highlights:

- An Overview of the Toolkit Contents
- A Definition of Cultural and Linguistic Competence
The California Department of Public Health, Office of Family Planning, is providing the Cultural and Linguistic Competency Toolkit to all Family PACT providers in an effort to assist them in meeting the Cultural and Linguistic Competence standards listed in the Family PACT Policies, Procedures, and Billing Instructions (PPBI) manual.

It reads:

**PPBI Standard C. Cultural and Linguistic Competence** (PPBI, Page 9.3)
1. All services shall be provided in a culturally sensitive manner and communicated in a language understood by the client.
2. All print and audiovisual materials shall be appropriate for the client’s language and literacy level.

This Toolkit is made up of several components:

- **Overview.** This explains the purpose of the Toolkit and its components.

- **Definition of Cultural and Linguistic Competence.** This definition was created specifically for Family PACT providers and includes standards for providing culturally and linguistically competent care.

- **Instructions for Administering the Self-Assessment Survey.** This section will help staff administering the survey understand how to administer, compile, analyze, and use the results of the survey to improve the health care services provided to their clients.

- **Cultural and Linguistic Competency Self-Assessment Survey.** This survey could be administered to all staff working in a Family PACT provider’s office or agency.
• **Understanding Your Results.** This comprehensive description will help agencies analyze the results of the self-assessment process.

• **Developing a Strategic Plan.** This section provides helpful strategies Family PACT providers can use to improve cultural and linguistic competence both individually and organizationally.

• **Resources.** This section of the Toolkit provides a wealth of books, resources, tools, and websites to complement Family PACT providers’ efforts in this area.

By administering the survey and analyzing its results, Family PACT providers and their agencies will be able to assess how well prepared they are in responding to the cultural and linguistic needs of the clients they serve.

This Toolkit is designed as an in-house tool to enable Family PACT providers to:

• Assess the degree to which their agency meets the standards and requirements of the Family PACT program.

• Plan and implement training and support for staff to better meet the reproductive health care needs of the clients served.

• Comply with the Federal Cultural & Linguistic Appropriate Services (CLAS) Standards.

The Cultural and Linguistic Competency Self-Assessment Survey itself is simple yet comprehensive. Its development was informed by the Federal Cultural & Linguistic Appropriate Services (CLAS) Standards to provide agencies with a means of adhering to these national standards. The questions are easy to understand and to answer. Using the strategies and resources provided with this Toolkit, Family PACT providers will be able to quickly analyze the results and develop a strategic plan for improving their services.

Family PACT providers can visit the website at www.familypact.org to obtain other resources and tools to assist them in their efforts to assess their competencies in this area and to develop a strategic plan.
This Toolkit includes several components that you, as a Family PACT provider, are sure to find useful.

**Definition of Cultural and Linguistic Competence**

The perfect place to start, this section explains exactly what the Family PACT program encourages Family PACT providers to do in order to enhance the services they provide. Becoming culturally and linguistically competent is a win-win proposition.

- If your clients find your services more respectful and honoring of their health beliefs and values, they will feel more comfortable. These clients will return for services and recommend them to others in their community.
- Your communication with your clients will improve and you will begin to see better health outcomes and greater adherence to your medical advice.
- Your agency will become more accessible to new Family PACT clients.

**Instructions for Administering Self-Assessment Survey**

This section provides step-by-step instructions on how to administer the Self-Assessment Survey.

- The results of this survey are for your internal use only.
- The survey results are completely anonymous and confidential.
- Your agency staff will determine how to use the results.
The results do not need to be reported to Family PACT.

Cultural and Linguistic Competency Self-Assessment Survey for Family PACT Providers

This easy-to-use survey was designed to be filled out by all staff members of a Family PACT office or agency. The administrator of the survey should:

- Copy enough surveys for the staff participating in the survey.
- Distribute the survey at a staff meeting or other forum.
- Allow staff to complete and return the form anonymously.
- Compile and analyze the data and present the results at a staff meeting.
- Create a strategic plan for improvement.

Tip: The survey can be adapted to an online format that staff can complete online. You can provide staff with access to a computer, work time to fill it out, and a private space to ensure anonymity.

Understanding Your Results

This section explains step by step how to analyze your results. It will help you:

- Compile and analyze survey results.
- Prioritize needed changes.
Developing a Strategic Plan

This helpful section outlines possible strategies you can use in creating a plan to improve the cultural and linguistic competency of your staff and the way your agency functions. Use this section to:

- Identify practical activities for reaching your objectives.
- Create a strategic plan for enhancing the way you serve your clients.
- Identify and modify existing policies that address your proposed activities, or create new ones to assist you in carrying out these activities.
Resources

This section provides a wealth of resources you can use to improve the way your office or agency provides culturally and linguistically competent services. Featured are resources that can help your agency:

- Enhance cultural competency training and staff development.
- Learn more about health literacy and how to assess and upgrade health education for your clients.
- Find ways to work with interpreters more effectively in your setting.
- Improve outreach strategies for your agency.
Definition of Cultural and Linguistic Competence

Cultural and linguistic competence is the ability of Family PACT providers to understand and respond effectively to the cultural and linguistic needs brought to the health care encounter by the clients, providers, and the organization. Cultural and linguistic competence requires recognizing and addressing clients’ behaviors, values, practices, attitudes, and beliefs as they affect their reproductive health care. Being culturally and linguistically competent will lead to improved communication between providers and clients who may be from different ethnic and cultural backgrounds.

To demonstrate continual progress, Family PACT providers are encouraged to:

- Ensure services received from staff are in a manner compatible with clients’ cultural beliefs, practices, and preferred language.
- Pursue continuous expansion of individual cultural knowledge and resources.
- Recruit staff and board members who reflect the client population served.
- Support ongoing cultural competency training for all staff (front office, clinical staff, management, and administration) and board members.
- Offer and provide language assistance services, including bilingual staff and interpreter services, at no cost to clients with Limited English Proficiency.

Family PACT providers should also:

- Provide easy-to-read client education materials in the languages of the clients served.
- Provide a client-friendly front office with signage posted in the languages commonly served by the practice.
- Develop collaborative partnerships with agencies that advocate for and represent the diverse populations in one’s community.
- Develop a strategic plan that includes activities to enhance the organization’s commitment to responding effectively to the cultural and linguistic needs of the population served.

Here are some operating assumptions about “culture”:

- The word “culture” denotes a group’s patterns of behavior, values, norms, and practices.
- Culture is dynamic in that it continually changes. Therefore, staff knowledge and skills in communicating with clients of different cultural groups should be addressed on an ongoing basis.
- In this document, the term “culture” is not limited to different ethnic and racial groups. It is inclusive of other types of cultural groupings by religion, sexual orientation, age, disability, and socio-economic status. For example, teens may be considered a cultural group with different health needs than that of adults or children.
- The cultural make-up of the clients served by Family PACT providers also changes continually due to immigration trends, levels of acculturation and assimilation, as well as other factors. For example, the length of time clients have lived in the same region, as well as when they immigrated, may affect their health beliefs and practices.

Here are two ways to look at cultural and linguistic competence:

- Individual cultural and linguistic competence describes the ability of individual providers and staff to apply their knowledge of cultural behavior and language when interacting with clients from diverse backgrounds.
- Organizational cultural and linguistic competence is the way in which the agency makes its services, programs, and
resources accessible to all clients regardless of their linguistic ability and cultural background.

In order for Family PACT providers to be effective in working within a culturally diverse community, they need to:

- Assess how well all of their agency’s systems, programs, services and resources, staff members, and administrators meet the needs of the communities they serve.

- Ensure that verbal and written communications are provided in plain, everyday language that most people can understand. This is true no matter what language is used. It is recognized that most people do not understand the technical jargon often used by health care professionals and that it is incumbent on health professionals to speak in a way that is easy to comprehend and that builds on a clients’ life experiences.

- Provide written materials at the 5th grade level or less. The information in an educational material should be provided at a reading level the majority of the client population can read and understand. Research on literacy in the United States suggests a reading level at the 5th grade or below is the most appropriate for the general population.

Increased cultural and linguistic competence (both individual and organizational) will improve health care access and service delivery for all clients.
This Self-Assessment Survey was designed especially for Family PACT providers. In this section you will find:

- Instructions for Administering the Survey
- Self-Assessment Survey
- Tally Sheet
- Score Sheet
- Administering the Survey Using Online Tools

Encourage your staff to take advantage of this opportunity to evaluate your effectiveness in this area.
Instructions for Administering the Self-Assessment Survey

The Cultural and Linguistic Competency Self-Assessment Survey for Family PACT Providers was designed to be administered to all staff, administrators, and board members of your agency or office. In order to conduct a comprehensive assessment and develop a realistic plan for continued growth in the area of cultural and linguistic competence, it is recommended that all staff participate in the evaluation of the services they provide to Family PACT clients. This will allow the administrator of this survey to assess the quality of the services provided at different points of contact, as well as the services provided by different individuals. Each individual will bring a different perspective to this process based on his or her own personal cultural background, and his or her own professional interaction with clients and other staff.

The self-assessment process and the analysis should ideally be anonymous and confidential. If you ensure staff anonymity and confidentiality, staff will be more inclined to be honest and forthcoming. This in turn will allow you, the administrator of the survey, to better assess your agency’s ability to provide culturally and linguistically competent services to your diverse clients. It will also provide you with the information you need to develop a realistic plan for enhancing these services.

The survey tool is divided into four content sections along with a few basic questions about the staff and the client populations your agency serves. The four content sections include:

**Section One:** Training and staff development on cultural and linguistic competency

**Section Two:** Your agency’s experience and capacity to provide culturally and linguistically competent services
How to Administer the Survey

This simple in-house survey can be completed by all staff members of your agency. It was specifically designed to elicit your staff members’ personal opinions regarding the services provided by your agency.

Here are the steps we recommend for administering this self-assessment process:

**STEP 1:** Review all of the materials prior to administering the survey.

**STEP 2:** Obtain commitment from top management and the Board before administering the survey. This will provide you with the support you will need to not only administer the survey itself, but also to implement your strategic plan for continued growth in the area of cultural and linguistic competence.

**STEP 3:** Introduce the survey and the process at a staff meeting to provide staff with an opportunity to ask questions. Stress the need for full participation and complete honesty in order to gain a realistic view of your agency’s ability to provide culturally and linguistically competent services.

You can use any of the information provided with this survey to support the need for this type of self-assessment.
Stress anonymity and confidentiality. Let them know that answering any of the questions is voluntary. You should encourage staff to be forthcoming, while emphasizing that their responses will not reflect negatively on their position or on the agency as a whole in any way. You may choose to use the “Sample Letter” included in this section as a tool for you to introduce the survey to your staff.

**STEP 4:** Plan how and when you will administer the survey. Remember to include a process for protecting your staff’s anonymity and confidentiality. Make copies of the survey. You can find a copy of this survey following these instructions. Or go to www.familypact.org for additional copies.

**STEP 5:** Administer the survey. Remember to make yourself available for questions staff may have when completing the survey.

**How to Compile and Analyze the Results**

**STEP 1:** Decide how you want to organize the results. For example if you want to organize the results based on the different job categories selected by the participants of the survey, you will want to make copies of the Tally and Score Sheets for each individual grouping. You will also want to code all of the surveys in order to group them in a way that will be the most helpful for you to analyze and develop a plan. You can find a copy of the Tally Sheet and Score Sheet immediately following these instructions. Or go to www.familypact.org for additional copies.
STEP 2: Collect the surveys and compile the responses on the tally sheet provided with this Toolkit. A more detailed explanation is provided in the section of this Toolkit entitled “Recording Your Results.”

STEP 3: Analyze the results of the survey by reviewing your average score for each individual section of the survey.

STEP 4: Read the section “Understanding Your Scores” to assist you in understanding the results of the survey.

STEP 5: Develop a strategic plan for enhancing the cultural and linguistic competency of the services you provide. Use the strategies and helpful forms provided in the section of this Toolkit entitled “Developing a Strategic Plan.” Or you can develop your own strategies for improving the services, programs, and resources for your clients.

Administering the Survey Online

Some agencies prefer to administer the survey online rather than on paper. Agencies with multiple sites, a large staff, or that do not have funds allocated for data collection and analysis may find that administering the survey online saves time and resources. Agencies that do not have a computer available for staff or that do have a person or department available for data collection and analysis may prefer the paper survey.

Please consider the following as you decide if the online method is best for your agency.

- You will need to create (type in questions and answers) the survey yourself. The toolkit includes a sample survey, but does not provide an online version for your use.
- You will need a computer with internet accessibility for your staff to use when taking the survey.
- Several online survey programs (www.surveymonkey.com or www.zoomerang.com to name a few) make the process relatively simple, but you will need to purchase a subscription to the service to access the data analysis features.
- Online surveys can be easily modified or adapted to fit your agency capacity.
- Collecting responses through an online survey can make it much easier to conduct data analysis and store results.
- To collect impartial data, online surveys have the capacity for staff members to remain anonymous.
Dear [Agency Name] employee:

You are being asked to fill out the attached survey on Linguistic and Cultural Competence in order to assess our agency’s practices and better serve diverse communities.

Please fill out the attached survey and return it to Administration at your site by [date].

The survey is anonymous. We would like to have your personal and honest opinion, so that we know where we can improve.

You do not need to total your answers on each page.

If you have any comments or suggestions, please write them in the comments section at the end of the survey. Thank you very much for your opinions and your assistance improving our service to [Agency Name] patients!
Cultural and Linguistic Competency
Self-Assessment Survey for
Family PACT Providers

This self-assessment survey is for internal use of this office to help assess our efforts to provide services to our clients in a manner that accommodates their diverse cultural and linguistic needs. **This is not a test.** Your responses will be confidential and will not be used to reflect negatively on you or anyone else in this office. Your participation is appreciated as it will help us determine effective strategies for providing culturally appropriate services to our clients.

<table>
<thead>
<tr>
<th>Date of Survey:</th>
<th>Site Location:</th>
<th>Survey #:</th>
</tr>
</thead>
</table>

**Please answer each of the questions below by placing checkmarks in the appropriate boxes.**

### Participant Information

1. **How many years have you worked for this office/provider?**
   - [ ] <1 year
   - [ ] 1-3 years
   - [ ] 4-6 years
   - [ ] 7-10 years
   - [ ] >10 years

2. **What is your primary job area/category?**
   - [ ] Front office
   - [ ] Back office
   - [ ] Administrative
   - [ ] Clinical/Counseling

3. **What languages do you speak and/or read well?** (Check all that apply.)
   - [ ] Arabic
   - [ ] Farsi
   - [ ] Mandarin
   - [ ] Tagalog
   - [ ] Armenian
   - [ ] Hindi
   - [ ] Punjabi
   - [ ] Thai
   - [ ] Cambodian
   - [ ] Hmong
   - [ ] Russian
   - [ ] Urdu
   - [ ] Cantonese
   - [ ] Korean
   - [ ] Sign Language
   - [ ] Vietnamese
   - [ ] English
   - [ ] Laotian
   - [ ] Spanish

### Client Information

4. **What languages do your clients use as their primary languages?** (Check all that apply.)
   - [ ] Arabic
   - [ ] Farsi
   - [ ] Mandarin
   - [ ] Tagalog
   - [ ] Armenian
   - [ ] Hindi
   - [ ] Punjabi
   - [ ] Thai
   - [ ] Cambodian
   - [ ] Hmong
   - [ ] Russian
   - [ ] Urdu
   - [ ] Cantonese
   - [ ] Korean
   - [ ] Sign Language
   - [ ] Vietnamese
   - [ ] English
   - [ ] Laotian
   - [ ] Spanish

5. **What social, cultural, and special-needs groups does your office serve?** (Check all that apply.)
   - [ ] Adolescents
   - [ ] African American
   - [ ] Asian Pacific Islander
   - [ ] Caucasian American
   - [ ] East Indian
   - [ ] East European
   - [ ] Hearing Impaired
   - [ ] Latin/Hispanic
   - [ ] Lesbian, Gay, Bisexual, Transgender
   - [ ] Low/Non Literate
   - [ ] Males
   - [ ] Middle Eastern
   - [ ] Native American
   - [ ] Vision Impaired
### Section One: Training and Staff Development

*For each statement, check “Yes” or “No.” If you don’t know or the statement is not applicable to your position, check the corresponding box.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the past year, I have attended at least one in-service or training that enhanced my knowledge of the ethnic and/or cultural groups served by my agency.</td>
<td>Yes</td>
</tr>
<tr>
<td>2. This past quarter, I have read at least one article that has expanded my knowledge of the client population we serve.</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Since my hire date, I have had at least one training about the various social, cultural and/or ethnic issues that affect the health of the clients we serve.</td>
<td>Yes</td>
</tr>
<tr>
<td>4. As part of an in-service or other training, I have had the opportunity to evaluate my own cultural and ethnic beliefs and potential biases.</td>
<td>Yes</td>
</tr>
<tr>
<td>5. In most circumstances, I am able to communicate with people who are different from me without fear or anxiety.</td>
<td>Yes</td>
</tr>
<tr>
<td>6. In the past, I have attended training about how to better serve clients who are culturally and ethnically different from me.</td>
<td>Yes</td>
</tr>
<tr>
<td>7. I have been trained in how to properly work with an interpreter while maintaining my client’s confidentiality.</td>
<td>Yes</td>
</tr>
<tr>
<td>8. Our agency has books, videos, lists of websites and other resources that staff can use to enhance our knowledge and understanding of the clients we serve.</td>
<td>Yes</td>
</tr>
<tr>
<td>9. In the past year, our agency has conducted at least one staff training in the area of cultural competence.</td>
<td>Yes</td>
</tr>
<tr>
<td>10. In the last six months, our agency has sponsored at least one activity that has helped improve communication and teamwork between employees of different cultural, language, and ethnic groups.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Count the number of checked boxes in each column and enter the total here.*

**Section One Subtotal** 22
### Section Two: Agency Capacities

For each statement check “Yes” or “No.” If you don’t know or the statement is not applicable to your position, check the corresponding box.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>At our agency, we use a posted sign to identify the different languages used by our clients.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>We have trained interpreters easily available for various languages, including sign language.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>As an agency, we have established connections with various community cultural, ethnic, and religious groups to help us better serve our clients.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Our agency has developed a list of various community resources we can use for referrals to better serve clients of various cultural groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>The décor and magazines in our waiting room reflect the diversity of our client population.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>The signs in our clinic are in the languages of the population groups we serve.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Our agency has the capacity to meet the needs of clients who are hearing or visually impaired.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Our agency shows its commitment to meeting the needs of adolescents by using peer providers or educators, offering hours that accommodate teens’ needs and/or creating a teen-friendly environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Our agency demonstrates its accessibility and willingness to help meet the needs of our client population by offering evening and weekend hours.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Our agency demonstrates its accessibility and willingness to help meet the needs of our client population by finding ways to assist our clients with transportation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Count the number of checked boxes in each column and enter the total here.

**Section Two Subtotal**
### Section Three: Health Education

*For each statement check “Yes” or “No.” If you don’t know or the statement is not applicable to your position, check the corresponding box.*

<table>
<thead>
<tr>
<th></th>
<th>Most client education materials and satisfaction surveys used by our team are easy-to-read.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ Don’t Know</td>
</tr>
<tr>
<td>22.</td>
<td>Most client education materials and satisfaction surveys used by our team are available in the different languages spoken by our clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Most intake and clinic forms (forms clients fill out) are easy-to-read.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Most intake and clinic forms (forms clients fill out) are available in the different languages spoken by our clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Our agency obtains patient and community member input to help assess the usefulness and appropriateness of client education materials used by our agency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>As an agency, we evaluate the reading level of client materials used by our agency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Our agency has a way to assess the quality, accuracy, and cultural appropriateness of the materials we use, including translated versions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Our agency has a way to identify those clients with low-literacy skills who may need assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Our agency has identified and used appropriate resources to serve clients who are not able to read in their own language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Our agency is committed to providing health education materials that appeal to the various social, cultural, and special-needs groups we serve.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Count the number of checked boxes in each column and enter the total here.*

**Section Three Subtotal**
### Section Four: Administrative Issues

*For each statement check “Yes” or “No.” If you don’t know or the statement is not applicable to your position, check the corresponding box.*

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>31.</td>
<td>Our agency has developed relationships with local schools, training programs, minority health fairs, or faith-based organizations to recruit new staff.</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>32.</td>
<td>Our agency consistently collects data on client race, ethnicity, country of origin, and spoken or written language in health records.</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>33.</td>
<td>Our agency has a person/position with responsibility for implementing and monitoring cultural competence activities.</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>34.</td>
<td>We maintain an updated profile of the community we serve, including disease patterns, demographic, and cultural information.</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>35.</td>
<td>Key staff members of our agency reflect the ethnic, racial, cultural, and language diversity of our client population.</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>36.</td>
<td>Our agency’s board members reflect the diversity of our client population.</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>37.</td>
<td>In my opinion, clinic leadership and staff show appreciation and respect for all co-workers no matter their cultural and ethnic background.</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>38.</td>
<td>Our agency has a written plan to implement culturally and linguistically appropriate health care services.</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>39.</td>
<td>We have written policies to address concerns or complaints voiced by clients regarding unfair or inappropriate treatment due to their race, ethnicity, or the language they speak.</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>40.</td>
<td>Our agency annually assesses our progress in implementing culturally and linguistically appropriate health care services.</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

*Count the number of checked boxes in each column and enter the total here.*

**Section Four Subtotal**
Comments:
We appreciate your feedback. Please use the space provided to share any comments or suggestions you may have.

Thank you so much for taking the time to fill out this survey!

Your answers will be combined with all the other staff members who complete the survey. Once we analyze the results, we will use what we find out to improve the training of our staff and to improve the kind of care we provide to our clients.

Please talk with your supervisor, if you:
• Have any questions about this survey.
• Have any suggestions for staff training regarding this topic.
• Have ideas for improving the way our agency provides care to our clients.
• Would like to learn more about cultural and linguistic competency.

We truly appreciate any input you can give.
**Competencia Cultural y Lingüística**
**Encuesta de Auto-Evaluación**
**Para Proveedores de Family PACT**

Esta encuesta de auto-evaluación es para el uso interno de esta oficina para ayudar a evaluar nuestros esfuerzos de proporcionar servicios a nuestros clientes de una manera que se adapta a sus diversas necesidades culturales y lingüísticas. **Esta no es una prueba.** Sus respuestas serán confidenciales y no se usarán para calificar de manera negativa ni a usted ni a nadie en esta oficina. Agradecemos su participación ya que nos ayudará a determinar estrategias efectivas para proporcionar servicios culturalmente adecuados a nuestros clientes.

<table>
<thead>
<tr>
<th>Fecha de la encuesta:</th>
<th>Sitio:</th>
<th>No. de encuesta:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Por favor, conteste cada una de las preguntas y marque el cuadrado correspondiente</strong></td>
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<td></td>
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</tbody>
</table>

### Información del participante

1. ¿Cuántos años ha trabajado para esta oficina / proveedor?
   - [ ] <1 año
   - [ ] 1 a 3 años
   - [ ] 4 a 6 años
   - [ ] 7 a 10 años
   - [ ] >10 años

2. ¿Cuál es el área / categoría de su función principal?
   - [ ] Servicio al cliente
   - [ ] Servicio interno
   - [ ] Administrativa
   - [ ] Clínica/Asesoría

3. ¿Cuáles idiomas habla y/o lee bien? (Marque todos los que corresponda.)
   - [ ] Árabe
   - [ ] Farsi
   - [ ] Mandarín
   - [ ] Tagalo
   - [ ] Armenio
   - [ ] Hindi
   - [ ] Punyabí
   - [ ] Tailandés
   - [ ] Camboyano
   - [ ] Hmong
   - [ ] Russo
   - [ ] Urdu
   - [ ] Cantonés
   - [ ] Coreano
   - [ ] Lenguaje de señas
   - [ ] Vietnamita
   - [ ] Inglés
   - [ ] Laosiano
   - [ ] Español

### Información del cliente

4. ¿Cuáles idiomas usan sus clientes como su lengua materna? (Marque todos los que corresponda.)
   - [ ] Árabe
   - [ ] Farsi
   - [ ] Mandarín
   - [ ] Tagalo
   - [ ] Armenio
   - [ ] Hindi
   - [ ] Punyabí
   - [ ] Tailandés
   - [ ] Camboyano
   - [ ] Hmong
   - [ ] Russo
   - [ ] Urdu
   - [ ] Cantonés
   - [ ] Coreano
   - [ ] Lenguaje de señas
   - [ ] Vietnamita
   - [ ] Inglés
   - [ ] Laosiano
   - [ ] Español

5. ¿A cuáles grupos sociales, culturales y de necesidades especiales sirve su oficina? (Marque todos los que corresponda.)
   - [ ] Adolescentes
   - [ ] Indios orientales
   - [ ] Lesbianas, gays, bisexuales, transgénero
   - [ ] De Oriente Medio
   - [ ] Afroamericanos
   - [ ] De Europa Oriental
   - [ ] Nivel bajo de alfabetismo / Analfabeta
   - [ ] Con impedimentos visuales
   - [ ] Isleño del Pacífico asiático
   - [ ] Con impedimentos auditivos
   - [ ] Hombres
   - [ ] Con impedimentos auditivos
## Sección Uno: Capacitación y desarrollo del personal

*Para cada declaración, marque “Sí” o “No.” Si no sabe, o si la declaración no corresponde a su puesto de trabajo, marque el cuadrado correspondiente.*

1. Durante el último año, he asistido al menos a un entrenamiento que mejoró mi conocimiento sobre los grupos étnicos y/o culturales a los que mi agencia sirve.  
   - [ ] Sí  
   - [ ] No

2. En los últimos 3 meses, he leído al menos un artículo que ha aumentado mi conocimiento de las comunidades que servimos.  
   - [ ] Sí  
   - [ ] No

3. Desde la fecha en que empecé este trabajo, he tenido al menos un entrenamiento sobre los diferentes temas sociales, culturas y/o étnicos que afectan la salud de los clientes que servimos.  
   - [ ] Sí  
   - [ ] No

4. Como parte de un entrenamiento, he tenido la oportunidad de evaluar mis propias creencias culturales y étnicas, así como los prejuicios que puedo tener.  
   - [ ] Sí  
   - [ ] No

5. En la mayoría de las circunstancias, puedo comunicarme con las personas que son diferentes a mí sin miedo ni ansiedad.  
   - [ ] Sí  
   - [ ] No

6. En el pasado, he asistido a entrenamientos sobre cómo servir de mejor manera a los clientes que son cultural y étnicamente diferentes de mí.  
   - [ ] Sí  
   - [ ] No

7. He sido entrenado sobre cómo trabajar de manera adecuada con un intérprete mientras mantengo la confidencialidad de mi cliente.  
   - [ ] Sí  
   - [ ] No  
   - [ ] No corresponde a mi puesto

8. Nuestra agencia tiene libros, videos, listas de páginas web y otros recursos que el personal puede usar para mejorar nuestro conocimiento y comprensión de los clientes a quienes servimos.  
   - [ ] Sí  
   - [ ] No  
   - [ ] No sé

9. En el año anterior, nuestra agencia ha realizado al menos un entrenamiento de personal en el área de competencias culturales.  
   - [ ] Sí  
   - [ ] No  
   - [ ] No sé

10. En los últimos seis meses, nuestra agencia ha patrocinado al menos una actividad que ha ayudado a mejorar la comunicación y el trabajo en equipo entre los empleados de diferentes culturas, idiomas y grupos étnicos.  
    - [ ] Sí  
    - [ ] No  
    - [ ] No sé

*Count the number of checked boxes in each column and enter the total here.*

**Section One Subtotal**
### Sección Dos: Capacidades de la Agencia

**Para cada declaración, marque “Sí” o “No.” Si no sabe, o si la declaración no corresponde a su puesto de trabajo, marque el cuadrado correspondiente.**

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>11.</td>
<td>En nuestra agencia, usamos un cartel para identificar los diferentes idiomas usados por nuestros clientes.</td>
<td>☐ Sí</td>
</tr>
<tr>
<td>12.</td>
<td>Tenemos intérpretes capacitados y disponibles inmediatamente para los diferentes idiomas, incluyendo el lenguaje de señas.</td>
<td>☐ Sí</td>
</tr>
<tr>
<td>13.</td>
<td>Como agencia, hemos establecido enlaces con diversos grupos culturales, étnicos y religiosos de la comunidad para ayudarnos a servir de mejor manera a nuestros clientes.</td>
<td>☐ Sí</td>
</tr>
<tr>
<td>14.</td>
<td>Nuestra agencia ha desarrollado una lista de diversos recursos comunitarios que podemos usar para servir de mejor manera a los clientes de diferentes grupos culturales.</td>
<td>☐ Sí</td>
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<tr>
<td>15.</td>
<td>La decoración y las revistas en nuestra sala de espera reflejan la diversidad de nuestros clientes.</td>
<td>☐ Sí</td>
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<tr>
<td>16.</td>
<td>Los señalamientos en nuestra clínica están en los idiomas de los grupos a quienes servimos.</td>
<td>☐ Sí</td>
</tr>
<tr>
<td>17.</td>
<td>Nuestra agencia tiene la capacidad de satisfacer las necesidades de clientes con impedimentos auditivas y visuales.</td>
<td>☐ Sí</td>
</tr>
<tr>
<td>18.</td>
<td>Nuestra agencia muestra su compromiso de satisfacer las necesidades de los jóvenes mediante el uso de proveedores o educadores jóvenes, ofreciendo horas que se adaptan a las necesidades de los jóvenes y/o la creación de un ambiente cómodo para los jóvenes.</td>
<td>☐ Sí</td>
</tr>
<tr>
<td>19.</td>
<td>Nuestra agencia demuestra su accesibilidad y voluntad de satisfacer las necesidades de nuestros clientes al ofrecer servicios durante la tarde-noche y los fines de semana.</td>
<td>☐ Sí</td>
</tr>
<tr>
<td>20.</td>
<td>Nuestra agencia demuestra su accesibilidad y voluntad de satisfacer las necesidades de nuestros clientes al encontrar la manera de ayudarlos con su transporte.</td>
<td>☐ Sí</td>
</tr>
</tbody>
</table>

*Count the number of checked boxes in each column and enter the total here.*

**Section Two Subtotal**
<table>
<thead>
<tr>
<th></th>
<th>Para cada declaración, marque “Sí” o “No.” Si no sabe, o si la declaración no corresponde a su puesto de trabajo, marque el cuadrado correspondiente.</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>La mayoría de los materiales educativos para clientes y las encuestas de satisfacción usados por nuestro equipo son fáciles de leer.</td>
</tr>
<tr>
<td>22.</td>
<td>La mayoría de los materiales educativos para clientes y las encuestas de satisfacción usados por nuestro equipo están disponibles en los diferentes idiomas hablados por nuestros clientes.</td>
</tr>
<tr>
<td>23.</td>
<td>La mayoría de los formularios para registrarse y formas clínicas (formas que los clientes llenan) son fáciles de leer.</td>
</tr>
<tr>
<td>24.</td>
<td>La mayoría de los formularios para registrarse y formas clínicas (formas que los clientes llenan) están disponibles en los diferentes idiomas hablados por nuestros clientes.</td>
</tr>
<tr>
<td>25.</td>
<td>Nuestra agencia obtiene información sobre los pacientes y miembros de la comunidad para evaluar si los materiales educativos para clientes que usamos en nuestra agencia son útiles y apropiados para ellos.</td>
</tr>
<tr>
<td>26.</td>
<td>Como agencia, evaluamos el nivel de lectura de los materiales para clientes usados por nuestra agencia.</td>
</tr>
<tr>
<td>27.</td>
<td>Nuestra agencia tiene la manera de evaluar la calidad, precisión y adecuación cultural de los materiales que usamos, incluyendo las versiones traducidas.</td>
</tr>
<tr>
<td>28.</td>
<td>Nuestra agencia tiene la manera de identificar a aquellos clientes con un nivel bajo de alfabetismo que podrían necesitar ayuda.</td>
</tr>
<tr>
<td>29.</td>
<td>Nuestra agencia ha identificado y usado los recursos adecuados para servir a los clientes que no pueden leer en su propio idioma.</td>
</tr>
<tr>
<td>30.</td>
<td>Nuestra agencia está comprometida a proporcionar materiales educativos de salud atractivos para los diferentes grupos sociales, culturales y con necesidades especiales a quienes servimos.</td>
</tr>
</tbody>
</table>

*Count the number of checked boxes in each column and enter the total here.*

**Section Three Subtotal**
### Sección Cuatro: Temas Administrativos

*Para cada declaración, marque “Sí” o “No.” Si no sabe, o si la declaración no corresponde a su puesto de trabajo, marque el cuadrado correspondiente.*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Sí</th>
<th>No</th>
<th>No sé</th>
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</thead>
<tbody>
<tr>
<td>31.</td>
<td>Nuestra agencia ha desarrollado relaciones con escuelas locales, programas de entrenamiento, ferias de salud para minorías, u organizaciones religiosas para contratar nuevos empleados.</td>
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<td>32.</td>
<td>Nuestra agencia siempre recoge datos sobre el cliente sobre la raza, origen étnico, nacionalidad, e idiomas hablados o escritos.</td>
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<td>33.</td>
<td>Nuestra agencia tiene una persona/un puesto con la responsabilidad de aplicar y supervisar las actividades de competencias culturales.</td>
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<td>34.</td>
<td>Mantenemos un perfil actualizado de la comunidad que servimos, incluyendo patrones de enfermedades y demográficos, e información cultural.</td>
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<td>35.</td>
<td>El personal clave de nuestra agencia refleja la diversidad étnica, racial, cultural y lingüística de nuestros clientes.</td>
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<td>36.</td>
<td>Los miembros de la junta directiva de nuestra agencia reflejan la diversidad de nuestros clientes.</td>
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<tr>
<td>37.</td>
<td>En mi opinión, los directores y el personal de la clínica muestran agradecimiento y respeto hacia todos los compañeros de trabajo, sin importar sus raíces culturales y étnicas.</td>
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<td>38.</td>
<td>Nuestra agencia tiene un plan escrito para implementar servicios de salud cultural y lingüísticamente adecuados.</td>
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<td>39.</td>
<td>Tenemos políticas por escrito para abordar las preocupaciones o quejas expresadas por los clientes respecto a un trato injusto o inadecuado debido a su raza, origen étnico o al idioma que hablan.</td>
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<td>40.</td>
<td>Cada año, nuestra agencia evalúa nuestro progreso en la implementación de servicios de salud que son cultural y lingüísticamente adecuados.</td>
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</table>

*Count the number of checked boxes in each column and enter the total here.*

**Section Four Subtotal**
Comentarios:
Agradecemos sus comentarios. Favor de usar el espacio proporcionado para compartir cualquier comentario o sugerencia que pueda tener.

¡Muchas gracias por tomarse el tiempo para llenar esta encuesta!

Sus respuestas se combinarán con las de los otros empleados que llenen el cuestionario. Una vez que analicemos los resultados, usaremos la información obtenida para mejorar la capacitación de nuestro personal y para mejorar el tipo de atención que brindamos a nuestros clientes.

Favor de hablar con su supervisor si:
• Tiene alguna pregunta sobre esta encuesta.
• Tiene alguna sugerencia para el entrenamiento de personal sobre este tema.
• Tiene ideas para mejorar la manera en que nuestra agencia brinda atención a nuestros clientes.
• Le gustaría aprender más sobre las competencias culturales y lingüísticas.

Agradecemos sinceramente cualquier opinión que puede darnos.
## Cultural and Linguistic Competency Self-Assessment Survey

### TALLY SHEET

**Survey Results**

<table>
<thead>
<tr>
<th>Survey #</th>
<th>Section One</th>
<th>Section Two</th>
<th>Section Three</th>
<th>Section Four</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Enter only the number of “Yes” answers for each section.

Add the subtotals per section and enter here. Then transfer to Score Sheet.

**Section Totals**

Tally Sheet Page 1 of 2
## Participant Information

What languages do your staff members read and/or speak well? Check all languages that staff members checked and tally the numbers of staff members who speak each language.

<table>
<thead>
<tr>
<th>Language</th>
<th>Arabic</th>
<th>Farsi</th>
<th>Mandarin</th>
<th>Tagalog</th>
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<tbody>
<tr>
<td>Armenian</td>
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<td>Spanish</td>
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## Client Information

What languages do your clients use as their primary languages? Check any box marked by survey participants. Make a note of how many participants check each box.

<table>
<thead>
<tr>
<th>Language</th>
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</tr>
<tr>
<td>Urdu</td>
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<td></td>
</tr>
<tr>
<td>Cantonese</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Korean</td>
<td></td>
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</tr>
<tr>
<td>Sign Language</td>
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</tr>
<tr>
<td>Vietnamese</td>
<td></td>
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<tr>
<td>English</td>
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</tr>
<tr>
<td>Laotian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

What social, cultural, and special-needs groups does your office serve? Check any box marked by survey participants. Make a note of how many participants check each box.

<table>
<thead>
<tr>
<th>Group</th>
<th>Adolescents</th>
<th>East Indian</th>
<th>Lesbian, Gay, Bisexual, Transgender</th>
<th>Middle Eastern</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East European</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impaired</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low/Non Literate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vision Impaired</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin/Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Cultural and Linguistic Competency Self-Assessment Survey

SCORE SHEET

Assessment Date: ______________

Site (if applicable): ______________________

Job Category (if needed): ______________

<table>
<thead>
<tr>
<th>Tally Sheet #</th>
<th>Number of Participants per Tally Sheet</th>
<th>SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Section One</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
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<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total each column here.

Put total number of survey participants in each column. Divide each section total by this number.

Average Section Scores:

Round to the nearest whole number. Compare the Average Section Scores with the information and explanations provided in the Toolkit under the section titled Understanding Your Score.
Understanding Your Results

This portion of the Toolkit explains how to compile and understand the results of the surveys your staff completed. For each section, there is an explanation of what the responses mean. Included in this section is detailed information about:

- Recording Your Results
- Understanding Your Scores
Recording Your Results

**STEP 1. Code each completed survey.**

If you have a large agency, you may want to differentiate the data you gather between different clinic sites or according to job categories. Have the person who collects the surveys write in the site location.

The survey number should be filled out by the staff analyzing the data. Before you write the survey code in the box, think ahead about how you may want to use the data. You may want to use a code that will differentiate between staff members according to position or years of service.

**STEP 2. Check to see if all the YES responses for each section of the survey are accurately subtotaled.**

Make sure the subtotals for each section are counted and recorded properly.

- Each YES response will count as 1 point. You will not need to transfer the subtotals of the No, Don’t Know, or Not Applicable responses onto the Tally Sheet.

*See example on page 28.*
### Section One: Training and Staff Development

*For each statement, check "Yes" or "No." If you don't know or the statement is not applicable to your position, check the corresponding box.*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>During the past year, I have attended at least one in-service or training that enhanced my knowledge of the ethnic and/or cultural groups served by my agency.</td>
<td>✔ Yes</td>
</tr>
<tr>
<td>2.</td>
<td>This past quarter, I have read at least one article that has expanded my knowledge of the client population we serve.</td>
<td>✔ Yes</td>
</tr>
<tr>
<td>3.</td>
<td>Since my hire date, I have had at least one training about the various social, cultural and/or ethnic issues that affect the reproductive health of the clients we serve.</td>
<td>✔ Yes</td>
</tr>
<tr>
<td>4.</td>
<td>As part of an in-service or other training, I have had the opportunity to evaluate my own cultural and ethnic beliefs and potential biases.</td>
<td>✔ Yes</td>
</tr>
<tr>
<td>5.</td>
<td>In most circumstances, I am able to communicate with people who are different from me without fear or anxiety.</td>
<td>✔ Yes</td>
</tr>
<tr>
<td>6.</td>
<td>In the past, I have attended training about how to better serve clients who are culturally and ethnically different from me.</td>
<td>✔ Yes</td>
</tr>
<tr>
<td>7.</td>
<td>I have been trained in how to properly work with an interpreter while maintaining my client's confidentiality.</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>8.</td>
<td>Our agency has books, videos, lists of websites and other resources that staff can use to enhance our knowledge and understanding of the clients we serve.</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>9.</td>
<td>In the past year, our agency has conducted at least one staff training in the area of cultural competence.</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>10.</td>
<td>In the last six months, our agency has sponsored at least one activity that has helped improve communication and teamwork between employees of different cultural, language, and ethnic groups.</td>
<td>☐ Yes</td>
</tr>
</tbody>
</table>

**Count the number of checked boxes in each column and enter the total here.**

Section One Subtotal: 6 2 2
**STEP 3: Take each completed survey and transfer only the YES responses to a Tally Sheet.**

Each Tally Sheet has room to tally about 20 surveys.

- If you have a relatively small office, one Tally Sheet may be enough.
- For larger agencies, you may need to make copies and use several Tally Sheets.
- If you want to assess the results according to a particular clinic site, job category, or years of service, consider using different Tally Sheets for each individual grouping.

**STEP 4: Tally the Participant Information.** (Questions 1, 2 and 3)

The questions about staff characteristics can help you determine what types of training or activities are most important for different groups of staff, based on longevity, job category, and language skills.

Questions 1 and 2 will be recorded on page 1 of the Tally Sheet. Simply tally how many staff members have checked each answer.

*Example:*

![Example Tally Sheet](image)
Question 3 will be recorded on page 2 of the Tally Sheet. Mark each language the survey participants checked off. Record how many staff members checked each box.

*Example:*

If you have a large agency, you may want to consider comparing staff members in different categories. You can still use the Tally Sheet for that purpose, but you may have to use a separate Tally Sheet for each category. Alternatively, you can code each survey according to the characteristics of the respondent.

**STEP 5: Tally the Client information.** (Questions 4 and 5)

These questions can be used to:

- Determine if staff members have an accurate perception of the client populations your agency serves.
- Help provide you with a more accurate picture of what population groups you are currently serving.
For each category of social, cultural, language, or special needs group you serve, put a check on page 2 of the Tally Sheet. For every participant who notes that client group, make a hatch mark. At the end you will be able to see how many groups your staff has encountered. This information will help you assess whether or not your current services, programs, and resources meet the reproductive health care needs of all your clients.

**Example:**

![Client Information Table]

Decide how best to organize these results. You may want to separate the results by different clinic sites since each site may serve different communities.
**STEP 6: Record the subtotals of the YES responses for each section of the survey on the Tally Sheets.**

Record the four subtotals of the YES responses from each survey in the appropriate column that matches the section on the survey.

- Write only the number of YES responses for Training and Staff Development under Section One.
- Write only the number of YES responses for Agency Capacities under Section Two.
- Write only the number of YES responses for Health Education under Section Three.
- Write only the number of YES responses for Administration under Section Four.

Here is an example of what the Tally Sheet looks like after recording the results of survey number 001.

*Example:*

```
<table>
<thead>
<tr>
<th>Survey Results</th>
<th>Section One</th>
<th>Section Two</th>
<th>Section Three</th>
<th>Section Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
```
STEP 7: Record the results of all surveys as described in Step 6.

Once you have recorded the results for one survey, go on and tally the next one in the same way, until all the surveys have been recorded on a Tally Sheet.

Example

<table>
<thead>
<tr>
<th>Survey #</th>
<th>Section One</th>
<th>Section Two</th>
<th>Section Three</th>
<th>Section Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>5</td>
<td>3</td>
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<td>8</td>
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<tr>
<td>10</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>3</td>
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<tr>
<td>11</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>6</td>
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<tr>
<td>12</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>14</td>
<td>6</td>
<td>3</td>
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<td>3</td>
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<tr>
<td>15</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
STEP 8: Count the total number of participants who responded to the survey, and record that number at the top of the Tally Sheet.

The numbers on the left hand column of each Tally Sheet provide you with an easy way to count how many participants were recorded in the Tally Sheet.

Example:

<table>
<thead>
<tr>
<th>Survey Results</th>
<th>Survey #</th>
<th>Section One</th>
<th>Section Two</th>
<th>Section Three</th>
<th>Section Four</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>001</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>002</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>003</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>004</td>
<td>5</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>5</td>
<td>005</td>
<td>4</td>
<td>4</td>
<td>3</td>
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<tr>
<td></td>
<td>6</td>
<td>006</td>
<td>3</td>
<td>4</td>
<td>3</td>
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<tr>
<td></td>
<td>7</td>
<td>007</td>
<td>6</td>
<td>4</td>
<td>4</td>
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<tr>
<td></td>
<td>8</td>
<td>008</td>
<td>7</td>
<td>3</td>
<td>2</td>
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<tr>
<td></td>
<td>9</td>
<td>009</td>
<td>5</td>
<td>7</td>
<td>2</td>
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<td>010</td>
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<td>8</td>
<td>4</td>
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<tr>
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<td>12</td>
<td>012</td>
<td>3</td>
<td>7</td>
<td>4</td>
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<td>13</td>
<td>013</td>
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<td>014</td>
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<td>17</td>
<td>017</td>
<td>5</td>
<td>5</td>
<td>3</td>
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<tr>
<td></td>
<td>18</td>
<td>018</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

---

44
each section.

For each Tally Sheet, add all the subtotals for "Section One." Then add all of the subtotals for "Section Two," and so on. After this step, you should have four new subtotals, one for each section of the survey.

Example:

| 17 | 5 | 5 | 3 | 2 |
| 18 | 8 | 5 | 3 | 3 |
| 19 |   |   |   |   |
| 20 |   |   |   |   |

(Add Subtotals per Section and enter here, then transfer to Score Sheet.)

Section Totals

STEP 10: Transfer all Tally Sheet information to the Score Sheet in the same way.

First, write the number of participants represented on each Tally Sheet. Then, write in the subtotal of the scores for each section.

If your office is small, you may only have one Tally Sheet to record.

Example:
**STEP 11: Add all the subtotals.**

First, add the numbers of participants you recorded on each Tally Sheet. Then, add the subtotals for each section of the Tally Sheets together. Write the number of total participants on the row indicated.

*Example:*

---

**FamilyPACT**

**Linguistic and Cultural Competency**
**Self-Assessment Survey**

**SCORE SHEET**

Assessment Date: 6/10/07

Site (if applicable): Downtown & Eastside Clinics

Job Category (if needed):

<table>
<thead>
<tr>
<th>Tally Sheet #</th>
<th>Number of Participants per Tally Sheet</th>
<th>SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Section One</td>
</tr>
<tr>
<td>1</td>
<td>18</td>
<td>96</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
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<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total each column here: 38 202 167 113 107

Put total number of survey participants in each column. Divide each section total by this number.

<table>
<thead>
<tr>
<th></th>
<th>38</th>
<th>38</th>
<th>38</th>
<th>38</th>
</tr>
</thead>
</table>

---
STEP 12: Divide the totals of each section by the total number of staff members taking part in the survey.

Once you have the subtotals added together for each section of the survey and the number of participants who responded to the survey, divide the section subtotal by the number of staff members who participated in the survey. This will provide you with an average score for each section.

Example:

<table>
<thead>
<tr>
<th>Total each column here.</th>
<th>38</th>
<th>202</th>
<th>167</th>
<th>113</th>
<th>107</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put total number of survey participants in each column. Divide each section total by this number.</td>
<td>38</td>
<td>38</td>
<td>38</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Average Section Scores:</td>
<td>5.3</td>
<td>4.4</td>
<td>2.9</td>
<td>2.8</td>
<td></td>
</tr>
</tbody>
</table>

Round off to the nearest whole number. For example, if your agency scored 5.3 on the Training Section, your score for that section is 5. If your agency scored 2.8, your score for that section would be 3.

STEP 13: Compare your Average Section Scores on your Score Sheet with the ranges provided in the next section of this Toolkit.

You will readily note where your agency’s strengths and challenges lie by comparing your scores with the scoring explanation provided in the following section of this Toolkit, “Understanding Your Scores.”
Training is essential to improving cultural and linguistic competence. Everyone has a worldview and biases. No one can know everything there is to know about other cultural groups. Thus it is important to learn as much as one can in order to improve.

**0-4:** If your agency scored an average of 4 or less for this section, this means that improvements in staff training and development are highly recommended.

- Formulate a comprehensive plan to improve training and staff development on the topic of cultural and linguistic competence.
- This plan should include a timeline for various systematic improvements.
- Remember that even small steps toward your goals are helpful in making the changes needed to provide culturally and linguistically competent services.
- Use the suggestions found in *Strategies for Improving Training and Staff Development* to assist you in formulating ways to improve.

**5-7:** If your agency scored an average of 5 to 7 for this section, this means that further improvements in staff training and development would enhance your agency’s ability to provide culturally and linguistically competent services.

- Read the suggestions found in *Strategies for Improving Training and Staff Development* for ideas on ways to improve. You may already be doing some of the activities suggested there.
Look at those items that you are not currently doing.
Consider whether it would be feasible to commit to incorporating one or two of those ideas into your agency’s training and development plan.

8-10: If your agency scored an average of **8 or more** for this section, this means that, as an agency, you are likely doing an excellent job in encouraging training and staff development in this area. However, it is important to:

- Make sure there is a consistent plan in place for supporting on-going staff development and training.
- Continue to enhance your staff’s skills in providing culturally and linguistically competent services. It is important to remember that culture is dynamic and the needs of your population will change over time.

Section Two: Agency Capacity

It is important to:

- Support staff members in their efforts to provide culturally and linguistically appropriate services.
- Support clients by acknowledging that cultural differences exist and that your agency views these differences in a way that is respectful and honoring of their culture.

By making needed changes in this area, you will enhance the way you provide services.

0-4: If your agency scored an average of **4 or less** for this section, this means that improvements in the way your agency provides services to your client population are highly recommended.

- Formulate a comprehensive plan to improve your agency’s accessibility and sensitivity to the needs of your client population.
This plan should include a timeline for various step-by-step improvements.

Remember that making even small steps toward your goals are helpful in making the changes needed to provide culturally and linguistically competent services.

Use the suggestions found in *Strategies for Improving Agency Capacity* to assist you in formulating ways to improve.

Some changes may be easy to incorporate and yet can make a big difference in your ability to provide the services your clients really need.

**5-7:** If your agency scored an average of 5 to 7 for this section, this means that further improvements in agency capacity and accessibility would enhance your agency’s ability to provide culturally and linguistically competent services.

Read through the suggestions found in *Strategies for Improving Agency Capacity* for ideas on ways to improve. You may already be doing some of the activities suggested there.

Look at those items that you are not currently doing.

Consider whether it would be feasible to commit to incorporating one or two of those ideas into the way your agency provides services.

**8-10:** If your agency scored an average of 8 or more for this section, this means your agency has many strengths in the area of providing culturally and linguistically competent services. However, it is important to:

- Make sure there is a consistent plan in place for enhancing and upgrading your services as client needs change.
- Develop a plan for periodically evaluating your services, systems, and resources.
Section Three: Health Education

All clients need information and education given to them in a way that is easily understood and accepted. Make sure your agency gives your clients the information and education they need to make informed decisions about their reproductive health care.

0-4: If your agency scored an average of 4 or less for this section, this means that improvements in health education are highly recommended.

- Formulate a comprehensive plan to improve the quality of health education materials and services you provide for clients.
- This plan should include a timeline for various step-by-step improvements.
- Remember that making even small steps toward your goals are helpful to making the changes needed to provide culturally and linguistically competent services.
- Use the suggestions found in Strategies for Improving Health Education for Clients to assist you in formulating ways to improve.

5-7: If your agency scored an average of 5 to 7 for this section, this means that further improvements in the quality of health education materials and services would enhance your agency’s ability to provide culturally and linguistically competent services.

- Read through the suggestions found in Strategies for Improving Health Education of Clients for ideas on ways to improve. You may already be doing some of the activities suggested there.
- Look at those items that you are not currently doing.
- Consider whether it would be feasible to commit to incorporating one or two of those ideas into your agency’s health education plan.
8-10: If your agency scored an average of 8 or more in this section, this means that, as an agency, you are likely doing a good job in providing health education materials and services for your clients. However, it would be important to:

- Make sure there is a consistent plan for ensuring that health education materials and services are evaluated and improved.
- In that way, your agency can continue to provide excellent health education materials and services in a way that best meets your clients’ needs.

Section Four: Administration

Few improvements in providing culturally and linguistically competent services can be made without an administration that supports and upholds those values. Make sure your Board of Directors and your leadership understand the many benefits of addressing this issue, including improved staff interaction, greater client satisfaction and health outcomes, and an improved bottom line, among others.

0-4 If your agency scored an average of 4 or less for this section, this means that improvements in the way your administration promotes culturally and linguistically competent services are highly recommended.

- Formulate a comprehensive plan to improve the overall administrative support of cultural and linguistic competency.
- This plan should include a timeline for various step-by-step improvements.
- Remember that making even small steps toward your goals are helpful to making the changes needed to provide culturally and linguistically competent services.
▪ Use the suggestions found in *Strategies for Improving Administrative Issues* to assist you in formulating ways to improve.

**5-7:** If your agency scored an average of **5 to 7** for this section, this means that further improvements in the way your administration supports cultural competency would enhance your agency’s ability to provide culturally and linguistically competent services.

▪ Read through the suggestions found in *Strategies for Improving Administrative Issues* for ideas on ways to improve. You may already be doing some of the activities suggested there.

▪ Look at those items that you are not currently doing, and consider whether it would be feasible to commit to incorporating one or two of those ideas into your agency’s overall plan to improve cultural and linguistic competency.

**8-10:** If your agency scored an average of **8 or more** for this section, this means that, as an agency, your administration is likely doing a good job in promoting culturally and linguistically competent services for your clients.

▪ Make sure there is a consistent plan in place so that cultural and linguistic competency is maintained and enhanced at your agency.

**STEP 14: Formulate a plan to improve in those areas where your agency may have weaknesses.**

The next section, “Developing a Strategic Plan,” provides many strategies for developing a comprehensive plan for improving the cultural and linguistic competence of your staff members and your agency as a whole. Here are some basic suggestions to get started.

▪ Bring together a sub-committee interested in improving cultural and linguistic competence at your agency.
UNDERSTANDING YOUR SCORES

- Share the Score Sheet(s) with the average scores of each section. Discuss what these scores would indicate.
- Prioritize which area or areas need the most improvement.
- Read the strategies in this Toolkit in the area or areas selected by your committee for improvement.
- Based on these strategies, formulate goals and objectives for each area that needs improvement; and select a few activities you can accomplish within a specified timeline. Assign a realistic timeline and begin moving to accomplish those objectives and goals. Remember, improving cultural and linguistic competency is a life-long endeavor that can begin with small steps.

**Note:** The following section presents various ideas to help you get started in formulating a strategic plan for enhancing your agency’s cultural and linguistic competency. You can also generate your own ideas and strategies for each area that needs improvement.
Based on your survey results, formulate goals and objectives for each area needing improvement. For example, let’s say your agency needs to improve its training and staff development. Choose a few activities you can accomplish in the next few months. Assign a realistic timeline and begin working toward those goals. A sample Strategic Plan is included at the end of this section.

Based on each section of the survey, this includes suggested strategies for improving:

- Training and Staff Development
- Agency Capacities
- Health Education for Clients
- Administrative Issues
Strategies for Improving Training and Staff Development

Ongoing training and staff development is essential in improving the way your agency provides culturally and linguistically competent services. All staff should have the opportunity to attend a training or in-service on this topic at least once a year. Be sure to include this topic in the orientation you provide to new staff members.

Consider incorporating some of the ideas below into your agency’s plan to improve its cultural and linguistic competence. Make use of the resources provided with this Toolkit.

- **Encourage staff to attend cultural competency training(s).**
  - Promote outside trainings on the topics of health literacy and cultural and linguistic competency to your staff.
  - Contact your local health department, community groups, and organizations to find trainings in your area.
  - Post a training schedule in the break room.
  - Be flexible with schedules to allow staff to take time away from their duties to attend training.
  - Develop a written policy that states your agency’s commitment to cultural and linguistic competency and your requirements regarding staff training in this area.
  - Set aside resources in the budget to support training and staff development.

- **Provide your own training or in-service on cultural and linguistic competence. Here are some ideas you could incorporate:**
  - Survey employee health beliefs and biases and explore how they can enhance or hinder communication with clients regarding their health issues.
Use communication techniques and role-plays as a way to give staff skill-building practice in good communication.

Present information on how social issues, culture, ethnicity, and literacy affect the reproductive health of clients in their community.

Use exercises on relating to clients who are from a different racial/ethnic/educational group as part of the training. Sometimes people are very culturally competent and comfortable with their own cultural group, but not with other cultural groups. Training and practice can help address this.

Select a journal article or a video that can be used to jump-start a group discussion on the topic of culture. This type of activity can easily be conducted during the staff lunch time.

- Orient all newly hired staff to the importance of cultural and linguistic competency.
  - Make sure this topic is mentioned in the orientation process and is part of your employee handbook.

- Develop a protocol to explain how to work with interpreters while maintaining client confidentiality.
  - Ensure that this protocol is explained to all staff during orientation.
  - Provide a refresher of the protocol during a staff meeting or in-service.
  - Use the resources in the Resource Section of this Toolkit on how to work with interpreters.

- Set up a resource library or section in your office with resources on this topic. Staff can use these resources to stay abreast of cultural issues in the communities they serve.
  - Purchase or borrow books, videos, and other resources for your agency.
  - Keep them in the break room or develop a library of cultural competency materials that staff can use.
Focus on obtaining materials that are specific to the populations you serve.

Develop lists of websites and other resources that would be useful for staff members who want to learn more about cultural competency.

Review the Resources Section of this Toolkit for specific materials and websites that might be useful.

- **Post articles or subscribe to journals that address the issue of cultural and linguistic competency.** Some suggested publications are American Journal of Public Health, Journal of Cultural Diversity, and Managing Diversity. See the Resource Section of this Toolkit for other helpful journals and websites.

- **Organize activities where staff can share information about their own culture.** One idea is to hold a potluck where staff brings dishes to share that are traditional or common in their culture. Have staff explain what the dish is and when and how it is usually eaten. Be creative!
Strategies for Improving Agency Capacity

Looking at and improving the way your agency provides services to your population groups is an important step in ensuring that your services are culturally and linguistically competent. Some changes you can make are relatively simple, but can make a profound difference. Read through these suggestions. If you are already doing some of these activities, build on your strengths. Consider whether some of these activities could also become part of your overall plan. Make use of the Resources provided in this Toolkit.

- **Make a point of asking clients for their language preference** when they call for an appointment. This will allow time to schedule an interpreter so the client will not have to wait to be seen. Avoid using a family or friend of the client to interpret for you. It may also be helpful to have a list at the appointment desk of clients that routinely use your interpreter services.

- **Encourage staff to record clients’ language preferences** (the language they prefer to speak may be different from the one they can read) on their medical charts so that this information will be accessible to anyone who encounters this client.

- **Post a sign at the reception desk with a list of languages that clients may speak.** Clients can point to the language they speak. Information about where to obtain this type of sign is included in the Resources Section of this Toolkit.

- **Contract with a language line or service to provide interpretation** for languages that your staff do not speak. If you contract with a language line, train staff in how to use the line. Encourage and provide incentives for staff members who speak different languages to become certified medical interpreters. Information about how to go about doing this is included in the Resources Section of this Toolkit.

- **Establish connections with cultural, ethnic, and religious groups in your community.** Visit their organizations and see what services they provide that would be useful for your clients. Develop a list of these resources and distribute them in the clinic. Make sure staff are aware of the resources and use them to make referrals for clients.
Here are other strategies your agency could utilize:

- **Make sure that the pictures, décor and reading materials in your waiting room are welcoming** for people of various cultural groups. You can ask your Community Advisory Board for their input on how to accomplish this.

- **Display signs and posters in the languages that your clients read.** Sometimes this will mean having multiple signs, in different languages, to convey the same message.

- **Consider making changes in your agency’s setting, hours and staffing** that will increase the likelihood that teens will feel more comfortable utilizing your services. Hire peer providers, educators, or outreach workers. Create a teen-friendly waiting room or drop-in clinic.

- **Consider providing early morning, evening or weekend hours to enhance accessibility** for people who are not able to take time off from work or school for an appointment.

- **Consider providing services at convenient off-site locations or with a mobile van.** See “Outreach and Access” in the Resources Section for a practical toolkit on providing off-site services.

- **Find ways to assist your clients with transportation** if that is an issue. See the Resource Section for a helpful report on the topic of outreach.

- **Outreach to clients in a variety of ways,** including the use of media. See the Resource Section for a useful tip sheet and report on this topic.

- **Establish relationships with various groups in your community.** Let them know about your services and programs so they can refer their constituents to your agency.
Strategies for Improving Health Education of Clients

Health education is a core part of the Family PACT program. It is important that you communicate with your clients in a way they can readily understand. This means that the health education materials you provide need to be easy-to-read and in a language your clients can read and understand. The following suggestions will help you improve your services in the area of health education.

- **Offer materials in all the languages your clients read.**
- **Check with ACS for client education materials in the languages your clients read.**
  - ACS provides free health education materials to Family PACT Providers, and some are available in multiple languages.
  - Browse the catalog of client materials online at http://www.familypact.org/providers/client-education-materials/.
  - Place an order by faxing the completed Family PACT Order Form to 1-888-723-3667.
- **Use CFHC’s free Online Database of Health Education Materials to locate materials** based on topic and language from various distributors nation-wide. Go to http://www.healthed.org/Inmagic/SearchCatalog.htm.
- **Establish a Community Advisory Board.** You can assemble the Board with representatives from the cultural, ethnic, and religious groups in your community. Make sure that there are representatives from each of the main cultural groups that your agency serves. Convene the group periodically to get feedback on the materials used or the services provided by your agency.
- **Evaluate the reading level and cultural appropriateness of all forms, surveys, and client materials** using established tools, such as the Fry graph or the sample Checklist for Evaluating Health Education Materials found in the Resource Section of this Toolkit.
- **Train staff and/or Community Advisory Board members to assess the quality of the translation and cultural**
appropriateness of materials. Various consulting groups listed in the Resources Section of this Toolkit can assist you with this objective.

- **Ask your clients about their literacy skills and their preferred ways to learn new information.** Read information to clients who are not able to read in their own language.

- **Give copies of materials to your clients** and encourage them to share them with trusted friends, family members or partners. They can read the information to the client and support them on any behavioral change that has been recommended.

Other helpful strategies include:

- **Use a variety of teaching tools to present information to clients.** You may want to consider providing these clients with audio recordings of the information they need. Pictographic pamphlets and videos can also be useful. To find out more about working with clients who are not able to read, see the Resources Section of this Toolkit.

- **For visually impaired clients, provide materials in large print or in Braille if appropriate.** You may consider having someone read forms and brochures to the client. As with all clients, ensure that there is a private space for clients to respond if they are answering personal questions.

- **For hearing impaired clients, provide interpreters who know American Sign Language (ASL) or provide assisted listening devices.** If no staff members know American Sign Language, consider contracting with a translator to provide ASL services. Provide incentives for staff to learn ASL. Assisted listening devices can also be very helpful for both the client and the provider.

- **Provide an array of materials and services** that would appeal to and meet the needs of various special populations you may serve.
Strategies for Improving Administrative Issues

There are many ways the administration of an agency can improve the cultural and linguistic competence of the agency. Supporting the use of this self-assessment tool, for example, is an important first step. It is essential to have protocols for orienting and training staff and an ongoing plan for improving the way your agency provides services to the diverse populations you serve. Here are a few ways that the administration can enhance services to retain and attract new clients.

- **Evaluate your hiring practices.** If your staff members do not reflect the population you serve, consider how your hiring practices may exclude certain groups or give preference to other groups. Evaluate how you could work with community organizations to recruit more staff members that are representative of the clients you serve.

- **Consider presenting demographic information on your client population** and staff during a staff meeting. Explain which groups are most often served by your agency, and to which cultural groups staff members belong. In this way, staff members can learn more about the cultural groups they serve.

- **Think about how your Board of Directors is selected.** It may be that your Board members do not reflect the populations you serve. In that case, consider the process your agency uses to select Board members. Work with community organizations to recruit more Board members who are representative of the communities you serve.

- **Honor and respect staff and clients alike.** Some staff members may not feel that all employees are shown appreciation and respect. If this is the case, agency leadership should consider making needed changes. Specific suggestions for what needs to change could come from focus groups of staff members or from an anonymous suggestion box.

- **Develop a strategic plan.** If your agency does not have a written plan for implementing culturally and linguistically competent services, your agency leadership or Board of Directors should consider developing a strategic plan. Include specific areas
where your agency would like to improve, set goals and objectives, and explain strategies and activities that will help you achieve these goals. You can use this Toolkit as a way to begin.

- **Consider policy and procedure change.** Policies and procedures are the framework of the Strategic Plan that will guide broader systems change in your agency. Policies are the formal guidelines an agency uses to coordinate and execute their activities. They help focus attention and resources on high priority issues. Procedures are the operational processes used to implement policies. If policy is “what” your agency does operationally, then its procedures are “how” you intend to carry out those operating policies.

Your agency can also:

- **Inform your staff of your agency’s strategic plan.** Once you have a written plan, make sure staff is aware of it by including discussion about it in your orientation process, during staff meetings or in-service trainings or by occasional memorandums.

- **Create a way to deal with clients’ concerns or complaints.** If your agency has a written policy to address client concerns or complaints but staff members are not aware of it, you may need to remind or inform staff of the policy during a staff meeting or by providing a brief training. If your agency does not have a written policy regarding complaints, your agency leadership or Board of Directors should consider developing a grievance system. Include specific steps clients can take to file a complaint as well as the process the agency will use to respond to these complaints. Make sure staff and clients are aware of this process.

- **Annually assess your progress.** If your agency annually assesses progress in implementing culturally and linguistically competent services but staff members are not aware of it, you may need to remind or inform them of the process during a staff meeting.

- **Incorporate cultural and linguistic competence assessment into your annual report.** Consider including an annual assessment of culturally and linguistically appropriate services as part of your annual report as a way to assess progress. Use your written plan for implementing culturally and linguistically appropriate health care services to see if you are meeting the goals that you set for your agency.
Using the Strategic Plan Form

So, now what? Once you have tallied your survey results, determined your average score for each section, and read through the various suggestions in the Toolkit for improving your agency’s cultural and linguistic competency, what can you do?

It is important to gather staff members together to:

- Discuss what to do with all the information.
- Make a personalized plan based on your agency’s most pressing needs and available resources.

You can use the following form entitled “Strategic Plan” to assist you in formulating a plan.

- For each section of the survey, record your agency’s final average score.
- Read “Understanding Your Scores” to interpret that score. Record your notes about your survey results in the box next to the score.
- Brainstorm with staff about what your agency can realistically do to improve things. Remember, even making small steps can make a big difference.
- Then, under “Proposed Activities” for each section, write one to three activities your agency can commit to doing in the next few months. You can choose activities suggested in this section, or you can develop your own.
- Consider ways you can turn your “Proposed Activities” into “Policy Change” by either modifying an existing policy or creating a new one. You can check the box “Needs policy change” if you think your new activities require it.

See the next few pages for an example of how one agency developed a plan. A blank copy of the Strategic Plan form is also included for your use.
## STRATEGIC PLAN

### Section One: Training and Staff Development

**Score:** 6

**Notes on Results:** Needs further improvement. Survey showed that some staff have not had training recently.

**Proposed Activities:**

1. By **12** **2007** we will: Present a session on the issue at our all-staff retreat.

2. By **9** **2007** we will: Assign staff; allocate funds; and purchase a few new books and training videos on health literacy and cultural competence.

3. By **3** **2008** we will: Explore ways to fund outside training opportunities for staff.

### Section Two: Agency Capacities

**Score:** 7

**Notes on Results:** We’re doing good, but we’re reminded of a few ways we could improve.

**Proposed Activities:**

1. By **9** **2007** we will: Order and post “I speak” cards near the reception area.

2. By **** ****

3. By **** **

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OFP Contract 05-45389
FY2006-2007
Prepared by CFHC, 2007
**FamilyPACT**

**Enhancing Linguistic and Cultural Competency**

**STRATEGIC PLAN**

**Name of the Agency:** Eastside Clinic  
**Date:** 6/30/07

### Section Three: Health Education

<table>
<thead>
<tr>
<th>Score</th>
<th>Notes on Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Improvements are highly recommended. There's a lot we don't take into consideration.</td>
</tr>
</tbody>
</table>

#### Proposed Activities:

1. **By 7th 2007**
   - We will: go online to familypact.org and order materials through the catalog.

2. **By 8th 2007**
   - We will: make a list of materials we need and in which languages.

3. **By 8th 2007**
   - We will: make a plan to evaluate the materials we already have that aren't from FamilyPACT.

### Section Four: Administrative Issues

<table>
<thead>
<tr>
<th>Score</th>
<th>Notes on Results</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>Further improvement needed. Some staff members aren't informed.</td>
</tr>
</tbody>
</table>

#### Proposed Activities:

1. **By 9th 2007**
   - We will: present our new strategic plan at our fall staff meeting.

2. **By 9th 2007**
   - We will: ask for staff feedback at the meeting about how we can enhance our services.

3. **By 9th 2007**
   - We will:  

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OFP Contract 05-45369  
FY2006-2007  
Prepared by CFHC, 2007
### Section One: Training and Staff Development

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#### Proposed Activities:

1. By ________, ________, we will:
   - month
   - year
   - ☐ Needs Policy Change

2. By ________, ________, we will:
   - month
   - year
   - ☐ Needs Policy Change

3. By ________, ________, we will:
   - month
   - year
   - ☐ Needs Policy Change

### Section Two: Agency Capacities

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#### Proposed Activities:

1. By ________, ________, we will:
   - month
   - year
   - ☐ Needs Policy Change

2. By ________, ________, we will:
   - month
   - year
   - ☐ Needs Policy Change

3. By ________, ________, we will:
   - month
   - year
   - ☐ Needs Policy Change
## Enhancing Cultural and Linguistic Competency

### STRATEGIC PLAN

#### Section Three: Health Education

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</table>

Proposed Activities:

1. By ________, ________, we will:  
   month               year

2. By ________, ________, we will:  
   month               year

3. By ________, ________, we will:  
   month               year

### Section Four: Administrative Issues

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<th>Notes on Results:</th>
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</table>

Proposed Activities:

1. By ________, ________, we will:  
   month               year

2. By ________, ________, we will:  
   month               year

3. By ________, ________, we will:  
   month               year
Here are a number of websites, training tools, and a variety of resources you may find useful when you are developing and implementing your strategic plan for enhancing the cultural and linguistic competency of your services.

This section includes resources regarding:

- Cultural Competency
- Health Literacy
- Interpretation
- Outreach and Access
Helpful Websites

The Cross Cultural Health Care Program
www.xculture.org

The mission of CCHCP is to serve as a bridge between communities and health care institutions to ensure full access to quality health care that is culturally and linguistically appropriate. This site has videos, manuals, and books.

National Center for Cultural Competence
www.gucchd.georgetown.edu

Georgetown University Center for Child and Human Development sponsors the National Center for Cultural Competence which has many helpful resources and articles regarding cultural and linguistic competence.

National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health Care
http://www.cdphe.state.co.us/ps/bcp/form/resources/CLAS.pdf

This site provides a list of the newest CLAS Standards.

Office of Minority Health
http://www.minorityhealth.bhs.gov

This site provides resources from the Center for Cultural and Linguistic Competency in Health Care.
Articles and Manuals

Culture Clues
www.uwmedicine.org

This series of tip sheets from the University of Washington Medical Center offers health care providers with practical suggestions for communicating with a variety of cultural groups.

Cultural Competency and Adolescent Reproductive and Sexual Health
www.advocatesforyouth.org

Youth who face prejudice and discrimination by virtue of their identity, life experience, or family circumstances disproportionately experience teen pregnancy and HIV/STI infection. This resource from Advocates for Youth will be useful to many Family PACT providers.

Cultural and Linguistic Competence Policy Assessment
www.clcpa.info

Developed by Georgetown University’s National Center for Cultural Competence (NCCC), this guide explains how to incorporate cultural and linguistic competence into clinic policies.

A Guide for Advancing Family-Centered Culturally and Linguistically Competent Care
www.gucchd.georgetown.edu

This guide developed by NCCC could serve as a good way to help put together your strategic plan for enhancing cultural and linguistic competency at your office.
A Guide to Planning and Implementing Cultural Competence Organizational Self-Assessment

www.gucchd.georgetown.edu

This guide explains why it is important to conduct cultural competence self-assessment and how to use the results of self-assessment. It was developed by NCCC for health and human services organizations.

Videos and Training Opportunities

The Cross Cultural Health Care Program

www.xculture.org

CCHCP provides many workshop and training opportunities.
Helpful Websites

American Medical Association Foundation Health Literacy Initiative
www.amafoundation.org

This website provides access to a free health literacy newsletter and a variety of tools to enhance health care providers’ capacities to provide quality care to patients with low literacy skills.

Ask Me 3
www.npsf.org/askme3

This site developed by Pfizer and the Partnership for Clear Health Communication is designed for health care providers and for patients to learn more about how to communicate clearly about health care.

California Family Health Council
www.healthed.org

This site provides many kinds of services from an online database of patient education resources evaluated for literacy by professional health educators to an online store of easy-to-read health education materials.

California Health Literacy Initiative
www.cahealthliteracy.org

This website provides health care providers information about Health Literacy and access to a useful Health Literacy Resource Center.
Center for Health Care Strategies
www.chcs.org

This site features helpful fact sheets on health literacy.

Family PACT
www.familypact.org

The California Office of Family Planning provides easy-to-read reproductive health materials in multiple languages, both downloadable and in print.

Institute for Healthcare Advancement
www.ih4health.org

IHA sponsors a yearly conference on Health Literacy and has a number of easy-to-read handbooks for family self-care.

National Institutes of Health
www.nih.gov

NIH devotes a section of its website to the importance of health literacy.

National Institute for Literacy
www.nifl.gov

This website features information on adult literacy in general as well as specific information on health literacy.

Plain Language Network International
www.plainlanguagenetwork.org

This website provides free plain-language articles, writing tutorials, Web links, news, networking opportunities, and professional support.
Several useful resources for health care providers as well as researchers are available at this site, including the Newest Vital Sign and Tips for Providers.

**Articles, Books and Manuals**

**Checklist for Evaluating Health Education Materials**

[www.healthed.org](http://www.healthed.org)

Developed by California Family Health Council, this form focuses on what to look for in a health education material.

**Clear and Simple: Developing Effective Print Materials for Low-Literate Readers**

[www.cancer.gov](http://www.cancer.gov)

This online manual from the National Cancer Institute is a step-by-step guide for developing easy-to-read print materials.

**Fry Graph**

[www.healthed.org](http://www.healthed.org)

The Fry Graph and its instructions can be used to test the reading level of written materials.

**Health Literacy: A Prescription to End Confusion**

[www.iom.edu](http://www.iom.edu)

This excellent book from the Institute of Medicine outlines the high cost of low health literacy, backed by research and case studies and offers useful solutions.
The Health Literacy Environment of Hospitals and Health Centers: Partners for Action: Making Your Healthcare Facility Literacy-Friendly
www.ncsall.net

This guide was developed by the National Center for the Study of Adult Learning and Literacy and the Health and Adult Literacy and Learning Initiative at the Harvard School of Public Health. It offers an approach for analyzing literacy-related barriers to healthcare access and navigation.

Health Literacy from A to Z: Practical Ways to Communicate Your Health Message
www.healthliteracy.com

This book by Helen Osborne of Health Literacy Consulting is full of great resources and tips.

Teaching Patients with Low Literacy Skills
www.hsph.harvard.edu

This classic book by Leonard and Cecelia Doak and Jane Root is uniquely helpful. Every Family PACT provider would find this useful. Downloadable at no cost the Harvard School of Public Health website.

Videos, Training and Consulting

California Family Health Council, Inc.
www.healthbed.org

The health literacy experts at CFHC can assist health care providers in assessing, writing, editing, designing, translating, field-testing, and producing easy-to-read, culturally competent health education materials as well as providing training in health literacy and clear health communication.
Clear Language Group  
www.clearlanguagegroup.com

This excellent consortium’s services include cross-cultural communication, consulting, writing, editing, training, and producing multimedia.

Health Literacy Consulting  
www.healthliteracy.com

Health Literacy Consulting provides keynote addresses and presentations, plain language writing and editing services as well as a website with tips on promoting health literacy.

Health Literacy: Help Your Patients Understand  
www.amafoundation.org

This excellent in-service training video and toolkit from the American Medical Association Foundation will help your staff understand the importance of health literacy and clear health communication.
Helpful Websites

National Association of the Deaf
www.nad.org

Effective communication with deaf or hard of hearing people is essential for providing quality health care. This site explains the requirements of Title III of the Americans Disability Act for health care providers.

ACOG: Assisting Hearing Impaired and Non-English Speaking Patients
www.acog.org/departments/dept_notice.cfm?bulletin=1726&recno=19

Provides background on physicians’ obligations, as well as practical suggestions for meeting the needs of hearing impaired and non-English speaking patients.

National Council on Interpreting in Health Care
www.ncihc.org

The NCIHC is a multidisciplinary organization based in the United States whose mission is to promote culturally competent professional health care interpreting as a means to support equal access to health care for individuals with Limited English Proficiency. This site has a series of working papers on this topic.
**Articles or Manuals**

*The Art of Interpreting: A Manual for Health Care Professionals*
www.acebo.com

This article by Holly Mikkelson provides many practical tips for working with interpreters in a health care setting.

*City of Seattle Interpreter Toolkit: A guide to help you provide interpretation and translation services to multilingual populations.*
www.cityofseattle.net

While specific to Seattle’s needs, the principles highlighted in this easy-to-use guide can be helpful to Family PACT providers. It features a sample Language Identification Sign.

*Language Barriers in Health Care Settings: An Annotated Bibliography of the Research Literature*
www.ncihc.org

This bibliography from the National Council on Interpreting in Health Care (NCIHC) highlights research on this important topic.

*National Standards of Practice for Interpreters in Health Care*
www.ncihc.org

This document from NCIHC features excellent standards for health care interpreters.
Providing Language Services in State and Local Health-Related Benefits Offices: Examples from the Field
www.commonwealthfund.org

This resource explains strategies for providing language services to people with Limited English Proficiency. The real world examples and step-by-step plan make it easy for clinics to make changes.

The Role of the Health Care Interpreter
www.ncihc.org

An interesting article on the topic from NCIHC.

Sample Language Identification Card
www.lep.gov

Family PACT providers can use this tool available from the US Department of Commerce, Census Bureau to identify a client’s language. The client simply points to the preferred language.

Telephone Interpreter Services

CyraCom International
www.cyracom.net

CyraCom International provides interpretation services via the telephone. The service is available 24 hours a day, 365 days a year.

CTS LanguageLink
www.ctslanguagelink.com

Provides trained and qualified interpreters in any language on-site and over the telephone, 24 hours a day, 7 days a week.
Language Line Services  
www.languageline.com

Certified medical interpreters can interpret over 150 languages over the phone, over video, and in writing.

NetworkOmni  
www.networkomni.com

NetworkOmni provides over-the-phone interpretation, translation and localization, on-site interpretation and consulting services.

Training Opportunities

Bridging the Gap Interpreter Handbook  
www.xculture.org

This handbook from Cross Cultural Health Care Program (CCHCP) was designed to accompany a 40-hour training course for medical interpreters. It can also be used for interpreters wishing to study on their own.

Communicating Effectively Through an Interpreter  
www.xculture.org

This instructional video/DVD is available from CCHCP for health care providers to learn to work effectively with an interpreter.
Outreach and Access

Helpful Websites

Advocates for Youth
www.advocatesforyouth.org
This site features outreach programs that work.

The California Wellness Foundation
www.tcwf.org
This website highlights how agencies might obtain funding for outreach programming as well as other resources and tools for outreach strategies.

Engender Health
www.engenderhealth.org
This section of the website highlights how to build a successful male outreach component.

Family Health International
www.fhi.org
This website highlights community outreach programs with ideas coming from all over the world.

Family PACT
www.familypact.org
This website features a number of resources for building successful outreach programs for various client populations.
Articles, Books and Manuals

A Clinic For Teens by Teens: The Peer Provider Manual
www.healthed.org

This manual from California Family Health Council (CFHC) highlights the ins and outs of developing and implementing a peer provider program.

Off-Site Family Planning and Chlamydia Screening Programs: A Toolkit for Developing and Implementing Successful Off-site Programs
www.cfhc.org

This practical toolkit from CFHC provides agencies with everything they need to develop a successful off-site program, from sample Memos of Understanding to equipment and supplies checklists and everything in between.

The Other Half of the Equation: Serving Young Men in a Young Women’s Reproductive Health Care Clinic
www.guttmacher.org

This article from the Allan Guttmacher Institute provides helpful insight into outreaching to young men.

Reaching Out for Success: Family PACT Provider Guide for Effective Outreach
www.familypact.org

This excellent article from the Family PACT program summarizes the best outreach practices of Family PACT providers statewide.
The Source: A Peer Provider Handbook  
www.healthed.org

Created by and for teen peer providers, this reproductive health manual from CFHC will be a useful training tool and resource handbook for peer providers.

Tips for Effective Family PACT Outreach  
www.familypact.org

This tip sheet gives helpful hints for Family PACT providers for successful outreach.

Teen Pregnancy Prevention Programs in California  
www.familypact.org

This list of California programs funded for teen-pregnancy prevention will help Family PACT providers reach vulnerable and at-risk teens.

Videos, Training and Consulting

California Family Health Council, Inc.  
www.healthed.org

The trainers at CFHC can train staff in building successful teen-friendly programs, including building successful peer provider programs.

Center for Health Training  
www.centerforhealthtraining.org

CHT has a number of programs and trainings available including free downloads entitled “Blueprint for Male Involvement” and “Client-centered Care Organizational Assessment: How well does your agency provide client-centered services?” among other topics.
Meeting the Family Planning Needs of Adolescents and Males
www.familypact.org

Listen to a helpful previously recorded webcast on the topic of reaching males and teens from the Family PACT program.

Reaching Teens: The Essentials of Outreach
www.centerforhealthtraining.org

This 20-minute video from CHT is an excellent training tool for staff and provides an overview of the essentials for building a successful outreach program.