

**INSIDE OUT**  
**STRENGTHENING ADVOCACY**  
**AND SERVICES FOR REFUGEE,**  
**IMMIGRANT, AND LIMITED**  
**ENGLISH PROFICIENT**  
**SURVIVORS**

**A Guide to Self-Assessment and**  
**Planning for Domestic Violence**  
**Programs**

**A Crossing Borders Project**

WASHINGTON STATE COALITION

**WSCADV**

AGAINST DOMESTIC VIOLENCE

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# **A GUIDE TO ASSESSMENT AND PLANNING**

# INTRODUCTION

As advocates and service providers for survivors of domestic violence, we work hard to provide safe, supportive services. The work is challenging, demanding, and crucial. We are in a constant struggle for funding, staffing, space, and time.

What keeps us here, doing the work? We are motivated and sustained by our commitment to supporting survivors, our passion for social justice, and our desire to change the world one small piece at a time. And we recognize that to change the world, we need to change the systems and institutions that affect the communities in which we live.

The demographics of our communities in Washington State have changed considerably over the years. Washington State is now home to the fourth largest population of resettled refugees and has the tenth largest foreign-born, limited English proficient (LEP) population in the country.<sup>1</sup> Between 1990 and 2000 the foreign-born population grew in Yakima County by 84.2 percent, in King County by 90.8 percent, in Spokane County by 58.4 percent, and in Thurston County by 63.2 percent.<sup>2</sup>

How have we, as service providers and advocates for change, taken this shift into account? How can we be most effective in providing services to the immigrant, refugee, and limited English proficient survivors who walk through our doors?

These questions have been raised in a variety of forums by many domestic violence programs. WSCADV has been a part of some of these conversations and, in response, has developed this guide to support additional conversations.

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<sup>1</sup> United Way of King County, "Community Assessment: King County Review of Health and Human Services," 2007, [www.uwkc.org/kcca/impact/Employment/default.asp#footnotes](http://www.uwkc.org/kcca/impact/Employment/default.asp#footnotes).

<sup>2</sup> Federation for American Immigration Reform, "County/Metro Area Fact Sheet," [www.fairus.org/site/PageServer?pagename=research\\_research14c6\\_sup](http://www.fairus.org/site/PageServer?pagename=research_research14c6_sup).

## ● ● ● CROSSING BORDERS PROJECT

WSCADV's Crossing Borders Project was created to support domestic violence programs to advocate effectively with immigrant, refugee, and limited English proficient survivors of violence. This self-assessment guide is a part of the continuing work of the Crossing Borders Project.

The purpose of the self-assessment process is to support domestic violence programs and WSCADV in developing a deeper understanding of the issues involved in serving immigrant, refugee, and limited English proficient survivors of violence and in promoting safe, supportive, and responsive advocacy and services.

## ● ● ● WHAT IS CULTURAL COMPETENCY?

*“Language is the bridge to establish communication. Cultural competency goes deeper; it enables us to deliver relevant services.”* —WSCADV Management Institute participant

The term “cultural competency” has varying definitions. At its core, cultural competency is the ability to provide appropriate, contextual, and responsive services. “Appropriate” refers to meeting the specific needs of the individual who has come to your program for services. “Contextual” means keeping in mind that this particular individual is unique and has her own particular story and history. “Responsive” speaks to the ability to listen, empathize, and customize services for that unique individual.

The National Center for Cultural Competence has a comprehensive view of cultural competency for organizations. According to the center, “Cultural competence requires that organizations:

- have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
- incorporate the above in all aspects of policy making, administration, practice, service delivery and systematically involve consumers, key stakeholders and communities.”<sup>3</sup>

<sup>3</sup> National Center for Cultural Competence, “Cultural Competence: Definition and Conceptual Framework,” [www11.georgetown.edu/research/gucchd/nccc/foundations/frameworks.html](http://www11.georgetown.edu/research/gucchd/nccc/foundations/frameworks.html).

## ● ● WHY DO A SELF-ASSESSMENT?

Doing an assessment can help programs get a clearer picture of where they are right now, where they want to go, and how to get there.

The self-assessment is a practical tool intended to support programs' efforts to:

- Improve access, delivery, and use of services
- Build meaningful partnerships with immigrant and refugee survivors, communities, and community groups
- Allocate personnel and resources
- Obtain funding
- Comply with standards and contractual or legal requirements

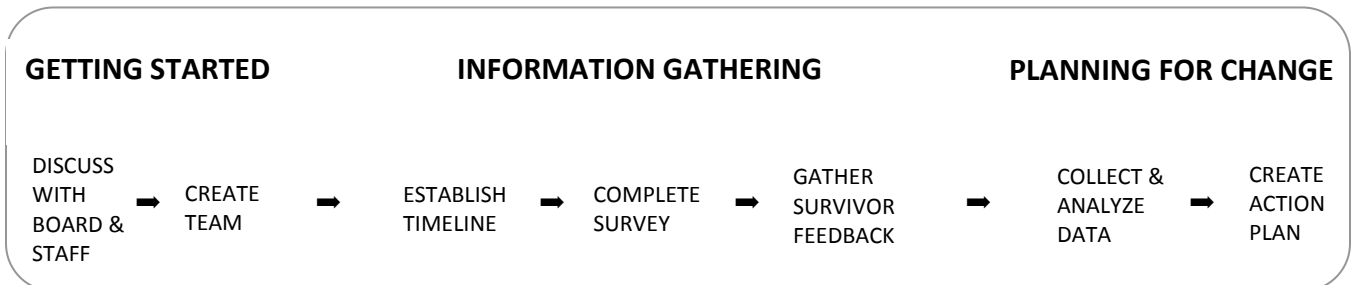
*"Cultural competency is a process, not the end result."* —  
WSCADV Management Institute participant

## ● ● ● WHO SHOULD COMPLETE THIS ASSESSMENT?

This assessment is designed for programs that provide services related to domestic violence, including shelter, advocacy, community engagement, and mobilization. Ideally, the entire organization would engage in the self-assessment process as a means to strengthen capacity. Larger multiservice organizations may find it more practical to conduct the self-assessment within their domestic violence programs.

# THE SELF-ASSESSMENT PROCESS

Here is a snapshot of what the process could look like:



Each step of the self-assessment process is outlined below. You can customize this process to fit with the size and organizational culture of your program. For instance, a smaller program might have two or three people on the team that leads the assessment process, while a larger program might have seven or more. A smaller program might want to complete the survey as a group, while a larger organization might want to conduct a confidential online survey. Each program is different and programs may consider these factors to decide what process will work best.

In the following pages you will find what you need to undertake the self-assessment process. Getting Started discusses planning and preparation, Information Gathering addresses the implementation of the surveys and focus groups, and Planning for Change focuses on identifying priorities and setting goals. The Surveys and Questionnaires section contains program-assessment surveys aimed at organizational personnel and survivors and sample questions for a survivor focus group. These materials and templates can be adapted to your program’s needs. The Toolbox contains additional resources, including discussion questions, action plan templates, and a glossary.

## GETTING STARTED



### ● ● ● DISCUSS WITH BOARD AND STAFF

Discuss the importance of doing this self-assessment. Have a conversation with everyone who is interested, and ask for their buy-in. Start a dialogue to identify potential benefits as well as people’s fears or concerns. Establish a shared vision for the future. It really helps if your program identifies self-assessment as a program goal. When leadership is interested and invested, the process will move more smoothly. If your program is going to be engaging in strategic planning, the self-assessment could be incorporated into the larger planning process.



## ● ● ● CREATE A TEAM

Create a team that will take the lead. Encourage people who are most passionate about the topic to begin the planning process. Those who are excited about this process will be its most effective advocates. Create space for others to join later as they begin to learn through the leadership of the team.

Ideally, members of this leadership team will include representatives from across the program. Smaller programs might have a committee that includes the executive director, an advocate, and a board member. Larger organizations might include volunteers, several board members, and representatives from different programs, in addition to the executive director and an advocate.

Clarify the role of this team. Discuss your expectations for the process. Prepare for reactions that may be contradictory, fearful, angry, insensitive, and politically charged and identify how you will negotiate them.

## ● ● ● ESTABLISH A TIMELINE

Think through how the steps of the self-assessment process, and establish a timeline. Identify someone to collect the survey and consolidate the responses. Gather the materials you need—mission, vision, values, policies, manuals, board and staff lists, and so on—and distribute to all those involved. Set regular meeting dates for the team.

# INFORMATION GATHERING ● ● ●

## ● ● ● COMPLETE THE SURVEY

The survey can be conducted in several different ways:

### Online Surveys

A quick and efficient way to conduct the survey and preserve confidentiality is to use an online survey tool, such as Survey Monkey. Once you choose the online survey tool you want to use, you can simply cut and paste the survey questions (available as a Microsoft Word document) into the survey tool you choose. Then send the link to your staff, board, and volunteers, and ask

them to complete the survey by a set date. You will be able to generate a report through the survey tool once the survey is closed. An online survey is probably the most effective approach for larger organizations with multiple programs.

### Individual Handwritten Surveys

Your program can choose to conduct an anonymous survey that is completed individually and sent to one person who serves as the data collector. You will need to make hard copies of the survey and distribute it to staff members, board members, and volunteers. The surveys should be returned to the data collector by a specified date. The data collector will consolidate the responses into a spreadsheet or on a blank copy of the survey.

### Team Surveys

This approach might be the most effective for smaller programs. Bring the team together to complete the survey. As a group, work through the survey in one session or several. Discuss the individual questions, and build consensus around the responses. If it is not possible to build consensus on a particular question, note the different points of view and then move on to the next question. Since this process is interactive, be sure to leave plenty of time for discussion.

## ● ● ● GATHER SURVIVOR FEEDBACK

Survivor feedback is the most effective way to assess whether you are meeting the needs of the survivors with whom you work. Gathering survivor feedback can be approached in several ways so that you receive accurate feedback without burdening the survivor. Some programs may find it more supportive to collect survivor feedback through focus groups, while others may prefer to administer a short survey. Consider language accessibility in deciding how you will collect survivor feedback. If your program is already collecting feedback from survivors through other surveys, you may want to gather the relevant information from those surveys.

The Surveys and Questionnaires section contains a sample survivor survey<sup>4</sup> and sample focus-group questions.

## ● ● ● COLLECT THE DATA

The next step is to consolidate the data gathered through the program-assessment survey and the survivor survey or focus group.

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<sup>4</sup> Questions with asterisks were developed by Dr. Chris Sullivan and Eleanor Lyon through the Outcome Evaluation Strategies for Domestic Violence Service Programs project, which was introduced by WSCADV as “Measuring Our Success.” Additional questions were developed by Domestic Violence program staff and WSCADV staff.

Online Survey Data Collection

If you are using an online survey tool, such as Survey Monkey, you will be able to generate a report once the survey has closed. Reports are generally available in a preexisting format, usually as either PDFs or as Excel spreadsheets. A sample section of an Excel report might look like the following:

Q1. We have clear policies and procedures around discrimination, harassment, bias, ADA compliance, and filing grievances.									
Answer Options	Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree	In Progress	Don't know	N/A	
	3	4		3					
								Answered question	10
								Skipped question	2

Handwritten Survey Data Collection

If you are using handwritten surveys, you will need to collate all the information from the individual surveys into a report.

For example, here is a question from the report template prior to the data being collated and entered.

		Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree	In Progress	Don't know	N/A
1	We have clear policies and procedures around discrimination, harassment, bias, ADA compliance, and filing grievances.								

If ten staff members in your program responded to this question and three staff members checked the box that says “Strongly Agree,” four staff members checked the box that says “Agree,” and three staff members checked the box that says “Disagree,” the collated report would look like this:

		Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree	In Progress	Don't know	N/A
1	We have clear policies and procedures around discrimination, harassment, bias, ADA compliance, and filing grievances.	3	4		3				

### Team Approach Data Collection

If you are working together as a team to complete the survey, all the information can be recorded directly into one survey during the team discussion. There will be no need for you to collate any information.

## **PLANNING FOR CHANGE**



### **ANALYZE THE DATA**

Once all the survey responses are collated, look at each section of the survey. Note where there is agreement and where there are varying opinions. Identify the key themes and priorities that have emerged through the survey questions. Analyze the feedback gathered from survivors, and identify the key themes and priorities here as well.

Incorporate all of this information into a report that you can share with board and staff members. This process can give you very useful information about your program's strengths and areas for growth.

### **CREATE AN ACTION PLAN**

The next step is to develop a plan to address the key themes, gaps, and issues your program has identified through the assessment. How can your program plan to build on identified strengths and address the identified weaknesses?

Here are some questions to think about as you move forward:

- What did you learn about your program's overall response to its culturally diverse client population?
- What did you learn about the manner in which your program manages issues related to cultural competency?
- What specific strengths did your program identify?
- What specific challenges did your program identify?
- What subjects or issues surfaced during the assessment process that were not addressed in the questionnaire?

During your discussions, you may find that your group is not in agreement. There may be dissension, anger, or frustration. Acknowledge that these feelings and reactions are normal, and respond rather than react.

Be clear in your expectation that it is okay not to be in agreement, that it is okay to not get a high rating on every section of the assessment, and that this assessment does not negate in any way the important work that you are doing.

Review the report, and identify three or more goals you want to address based on the gaps you have identified. Create an action plan for each of those goals. The Toolbox includes two sample formats for an action plan. If your program has an existing action plan format, feel free to use that instead.

*“Change comes from a place of discomfort.”*  
—WSCADV Management Institute participant

**THANK YOU!**



Thank you for taking the time to review this self-assessment guide and for your continued commitment to providing excellent services to refugee, immigrant, and limited English proficient survivors of domestic violence.

The next section contains the surveys and other materials and templates that you can adapt for your use. Embarking on this process may seem overwhelming, so allow your program the time and focus to take it one step at a time. This guide is intended to serve as a road map for you. You can use it in any way that is practical and feasible for your program. The goals and priorities determined by the self-assessment process may provide exciting possibilities and new opportunities.

# **SURVEYS AND QUESTIONNAIRES**

## PROGRAM-ASSESSMENT SURVEY

This survey should be completed by board, staff, and volunteers of the program. Please check the relevant box to identify if you are

MANAGEMENT

STAFF

BOARD

VOLUNTEER

### DIRECTIONS

Please circle the response that fits best for you. If you believe that a statement does not apply to you, check the box marked N/A (“Not Applicable”). You may already be working to address issues raised through some of the questions in the survey. For the purpose of this survey, please choose the response that best reflects how you currently feel.

As you read the statements, please keep in mind that terms such as “diverse community” or “cultural groups” refer to people of different racial, ethnic, linguistic, socioeconomic, regional, and religious backgrounds, and of different gender identity or gender expression, physical ability, and sexual orientation.

There are no right or wrong answers. We would like to hear your thoughtful reflections. Thank you for participating in this survey.

**ENVIRONMENT: Our program honors diversity.**

		Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree	Don't Know	N/A
1	Program leadership creates an environment that is respectful of all people.							
2	Staff, volunteers, and board of directors are diverse and representative of the communities we serve.							
3	Clients served by our program are reflective of the people most in need of services in the broader community.							
4	We provide services to all survivors, regardless of immigration status.							

Comments:



**POLICIES: Our commitment to diversity is reflected in our policies and manuals.**

		Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree	Don't Know	N/A
5	We have clear policies and procedures around discrimination, harassment, bias, ADA compliance, and filing grievances.							
6	We have policies and procedures for conflict resolution between or among staff members, including those arising from cultural differences.							
7	We review policies and procedures systematically to assess their relevance and include contributions from a diverse group of people.							
8	Benefits are supportive of the needs of a diverse staff (for example, the ability to take leave on other than standard holidays, flexibility around religious observance, etc.).							

Comments:

**HIRING & RECRUITMENT: Our recruitment and hiring practices reflect our commitment to a diverse staff, board, and volunteer pool.**

		Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree	Don't Know	N/A
9	The program is effective in recruiting and retaining a diverse staff, board, and volunteer pool.							
10	All staff members possess experiences and competencies in working with diverse communities.							
11	Job descriptions and employee manuals reflect our commitment to diversity and cultural competency.							
12	Job applicants have the opportunity to show us their skills, such as being bilingual, and our interview process assesses those skills.							

Comments:

**LEADERSHIP: There is opportunity for staff to develop their skills and leadership.**

		Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree	Don't Know	N/A
13	There is opportunity for leadership development and growth for all staff.							
14	The program offers regular trainings and discussions on cultural competency to all staff, board, and volunteers.							
15	The program supports leadership around development of new culturally relevant projects or programs.							
16	The program supports the ability of staff to raise issues arising from cultural differences.							

Comments:

**PROGRAM DESIGN: Our programming reflects our commitment to serving a diverse population.**

		Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree	Don't Know	N/A
17	We consider factors such as language, race, customs, family structure, and community dynamics in developing services that will meet survivors' needs.							
18	We use the knowledge and expertise of our diverse staff and volunteers by involving them in the design/ review of our programs/projects.							
19	We begin planning our programs or interventions by thinking about the demographics of our community base and by consulting with representatives from those communities.							

Comments:

**SERVICE PRACTICES: Our service practices take into account the needs of a wide range of survivors.**

		Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree	Don't Know	N/A
20	We do a thorough review of each survivor's needs, including specific needs for immigrants and refugees, and provide referrals to services we do not provide.							
21	We pay attention to our clients' specific cultural identities, customs, beliefs, communication norms, and family structures.							
22	We allocate resources for services for immigrant/refugee survivors (for example, our budget includes line items for interpretation and translation, outreach, etc.).							
23	We partner with other programs and advocates so that each survivor receives the best services possible.							
24	We help our clients use their strengths and informal support networks to achieve their goals.							
25	We have a good understanding of the complexities around immigration (for example, we check to make sure it is safe to refer undocumented survivors to programs before we make the referral).							

Comments:

**LANGUAGE ACCESS: Our clients have access to language services.**

		Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree	Don't Know	N/A
26	We have a language-access protocol in place, and our frontline staff and hotline/crisis line staff are trained in how to communicate with limited English proficient survivors.							
27	We have access to interpreters and translators and provide them when needed.							
28	We know how to work with trained interpreters, and we provide clear guidelines for those who are not trained.							
29	All of our informational materials that are given to English speakers have been translated into the most commonly used languages spoken by our community base.							

Comments:

**KNOWLEDGE OF COMMUNITY: We engage in community-specific outreach and other strategies.**

		Strongly Agree	Agree	Sometimes	Disagree	Strongly Disagree	Don't Know	N/A
30	We have a good understanding of our community base and demographics (for example, the percentage of immigrants in our area, their countries of origin, the languages they speak, etc.).							
31	We have an understanding of the broader issues that affect immigrants and refugees in our communities and the realities that they may face in the U.S. (for example, immigration issues, language barriers, economic issues).							
32	We know the most effective ways to communicate with the communities in our area and how to tap into existing community networks.							
33	Representatives from our program attend community gatherings, neighborhood meetings, or other events in the communities we serve.							
34	We have a good understanding of community strengths and resources to build upon, including informal support groups and networks.							

Comments:

What are the most important diversity-related issues currently facing your program?

What are your program's strengths in this area? What are you proud of having accomplished?

List three steps your program could take to enhance its cultural competency.

Adapted From: *Organizational Cultural Competency Assessment*, Sujata Warriar



## **SURVIVOR FOCUS GROUP SAMPLE QUESTIONS**

A focus group can provide invaluable feedback through open-ended discussion in a safe and comfortable environment. Many programs offer food and a small gift, such as a gas card or grocery card, to show appreciation for participants and honor the value of their time. Ideally, focus-group sessions begin with a check-in and a brief introduction to the themes of the focus group and proceed with open-ended discussion about the key themes. State clearly that all information gathered is confidential and no names will be used in the focus-group report.

The questions below are organized around key themes and may be customized to suit your program's needs.

### **Environment**

Are you feeling supported? Did you feel welcomed when you first came to the program for services?

If a friend told you she was thinking of coming to this program for help, would you recommend that she come?

### **Language**

How did the program staff meet your language needs?

Did you receive information and materials in the language you needed? Did staff provide you with interpreters when you needed them?

Are you able to communicate with staff in your language as often as you need?

### **Shelter**

How comfortable do you feel in asking for supplies or other things that you need? For example, are your dietary needs being met? Are you able to observe your religious or spiritual practices?

Do you feel included and a part of what everyone else is doing? Are there things for your children to do, and do they feel included in activities?

## SURVEY FOR SURVIVORS SAMPLE QUESTIONS

This survey includes a range of questions that can be adapted. You may cut and paste to create a shorter version that works for your program.

### SURVEY TEMPLATE

#### DIRECTIONS:

Your opinions are important to us. Please circle the response that best describes your level of agreement with each statement. If you do not know, then mark the box “Don’t know.” There are no right or wrong answers. Thank you for your thoughtful responses.

#### FOR SURVIVORS IN ADVOCACY-BASED PROGRAMS & SHELTERS

		Yes, I strongly agree	Most of the time	Sometimes	Not really	Not at all	Don't know
1*	The staff made me feel welcome when I arrived.						
2*	The staff was respectful to me and my family.						
3*	Overall, my racial/ethnic background was respected.						
4*	Overall, my religious/spiritual beliefs were respected.						
5	The staff was interested in learning my story.						
6	Of the services available through the program, I received the services that I requested.						
7	If the program was not able to provide me with services I needed, the staff referred me to another program to get those						

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\* Questions with asterisks were developed by Dr. Chris Sullivan and Eleanor Lyon through the Outcome Evaluation Strategies for Domestic Violence Service Programs project, which was introduced by WSCADV as “Measuring Our Success.”

	services.						
8*	I received information and materials in the language I needed.						
9	The staff either spoke the same language as I do or found me an interpreter.						
10	The program is known in my community.						
11	I have met staff members or representatives of the program at community gatherings, events, or celebrations.						
12	The staff was caring and supportive.						
13	If a friend of mine told me she was thinking of coming here for help, I would recommend that she come.						

**FOR SURVIVORS IN SHELTERS**

		<b>Yes, I strongly agree</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>Not really</b>	<b>Not at all</b>	<b>Don't know</b>
14*	Overall, the rules were not a problem for me.						
15*	I had privacy and space for myself.						
16*	I had access to food that was familiar to me.						
17*	I felt comfortable asking for supplies that I needed.						
18	I felt included and like I was a part of what everyone else was doing.						
19	I was able to communicate with staff to get my needs met.						

20	When there was an issue regarding my children, the staff was supportive and responsive.						
21	There were things for my children to do.						
22	My children felt included in activities at the shelter.						

If you have any comments or additional thoughts, please share them with us.

# **TOOLBOX**

## QUESTIONS FOR DISCUSSION

The following questions can be used to explore some of the complexities around the issue of cultural competency. They can be utilized in a variety of ways: for discussion at board meetings, for exploration of issues at staff retreats, as a part of strategic planning, or simply as a frame of reference when you are planning ahead.

As you read the questions, please keep in mind that terms such as “diverse community” or “cultural groups” refer to people of different racial, ethnic, linguistic, socioeconomic, regional, and religious backgrounds, and of different gender identity or expression, physical ability, and sexual orientation.

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### **CULTURAL COMPETENCY**

1. Why is it important to work toward cultural competency? How can you inspire others to move in the same direction?
2. Do you think there is a difference between language access and cultural competency?

### **KNOWLEDGE OF COMMUNITY**

3. Which communities are represented in your area? Which community groups do you deal with on a regular basis?
4. Which community groups in your area are not represented in your client base? Why do you think they are not accessing your services?
5. How does your agency acknowledge and address the linguistic diversity of the communities you serve?
6. What kind of support and training does your program provide to expand your staff’s understanding of the populations served and the issues they face (social, political, cultural, immigration, etc.)?
7. How does your agency involve the broader community in its planning, program development, and evaluation? Where do staff members request and gather input and advice from different cultural groups in the community?
8. How does your agency promote networking and collaboration with local/national advocacy groups that support the interests of different cultural groups?

## **ORGANIZATIONAL PRACTICES**

9. How can your program's goals and objectives address cultural competency in all aspects of program development?
10. How do your program's policies and procedures (written and informal) support your program's efforts to become more culturally competent? Who participates in the process of developing and evaluating these policies? How is this implemented?
11. How has your program demonstrated interest in cultural diversity in the past year through culturally relevant activities? Who initiated these activities and through what process?
12. Is staff diversity a goal at all organizational levels? What concrete steps have been taken to build staff diversity at all organizational levels?
13. Are there organizational practices that support staff members from minority populations? For example, if staff members from nonmajority populations feel they carry a disproportionate amount of the weight of advocacy for cultural competency within the organization, how could you address that?
14. How does your program promote healthy conflict and productive, blame-free discussion about cultural differences or conflict?

Adapted From: *Organizational Cultural Competency Assessment*, Sujata Warriar

## **ACTION PLAN SAMPLE 1**

**GOAL** *(What gap or issue we will address through this plan)*

Our goal is to develop a language-access protocol.

**INDICATORS** *(How we will work toward meeting our goal)*

1. We will create a team to work on this.
2. We will identify the language needs of the immigrant and refugee survivors we serve.
3. We will research existing language-access protocols.
4. We will develop a language-access protocol.
5. We will train our staff and volunteers on how to implement this protocol.

**MEASURE** *(How we will know we have been successful)*

1. We will have a language-access protocol in place by December 30, 2009.
2. Our staff and volunteers will be trained to use this protocol by March 30, 2010.
3. Exit interviews with clients will reflect improved ratings in the area of language services.

**SUPPORT NEEDED** *(What we need to be successful)*

1. Internet access
2. Funds for printing and copying
3. Funds for training

Assigned to:

Goal Completion Date:

Budget:



## ACTION PLAN SAMPLE 2

GOAL	ACTIVITIES	TIMELINE	OUTCOME	SUPPORT NEEDED
To develop a language-access protocol	1. Establish a team to work on this.  2. Identify the language needs of the immigrant and refugee survivors we serve.  3. Research existing language-access protocols.  4. Develop a language-access protocol.  5. Train staff and volunteers on how to implement this protocol.	March 2009  April-May 2009  June-July 2009  August-December 2009  January-March 2009	1. Language-access protocol will be in place by December 30, 2009.  2. Staff and volunteers will be trained to use this protocol by March 30, 2010.  3. Exit interviews with clients will reflect improved ratings in the area of language services.	1. Internet access  2. Funds for printing and copying  3. Funds for training

## GLOSSARY

Some of the terms we use to talk about difference are laden with meaning, and we may have different definitions for them. The definitions below can situate us within a shared framework.

### **Cultural Awareness**

Cultural awareness occurs when people develop sensitivity to and understanding of another cultural group. It usually involves individual, personal, internal changes of attitudes and values. Awareness and sensitivity also refer to the qualities of openness and flexibility that people develop in relation to others.

### **Cultural Competence**

Cultural competence refers to the development of skills that support people to behave in a culturally appropriate way with a given group, demonstrating both sensitivity to cultural differences and the use of appropriate cultural symbols when interacting and communicating. It involves accepting ethnic differences in an open, genuine manner, without condescension or patronizing gestures.

### **Culture**

Culture is a stable pattern of beliefs, attitudes, and behaviors transmitted from generation to generation for the purpose of successfully adapting to other group members and to their environment.

### **Discrimination**

Discrimination involves unfavorable treatment of or action against an individual or group on the basis of ethnic background, race, gender, age, physical ability, or other characteristics.

### **Diversity**

Diversity as a concept acknowledges that we live in a society that consists of multiple groups, with each group having its own culture; it holds that there may be more differences among us than there are similarities. In its broadest form, diversity encompasses differences in culture, national origin, gender identity or expression, sexual orientation, socioeconomic/educational status, physical or mental capacity, age, language, religious background, beliefs, values, behavior patterns, or customs among the various groups within a community, program, or nation.

### **Ethnicity and Ethnic Groups**

Ethnic groups are those that can be distinguished by socially selected cultural characteristics, such as names, language, accents, religion, and various behavioral characteristics. Examples of ethnic groups include Korean, Jewish, Somali, etc.

**Immigrant and Refugee**

An immigrant is an individual who has left one country to settle in another. A refugee is an individual who has left his or her country of origin or residence because of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.

**Linguistic Competence**

Linguistic competence is the capacity of a program and its personnel to communicate effectively and convey information in a manner that is easily understood by diverse audiences, including people with limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities.

**Multicultural**

Multicultural usually refers to groups composed of people of different races or ethnicities. This term is in common usage today and means that members of different racial/ethnic groups live together in harmony with some understanding, tolerance, and valuing of differences.

**Prejudice**

Prejudice commonly means a prejudgment about a person or group and may involve the harmful application of stereotypes. Prejudicial attitudes and feelings result in the tendency to engage in a negative action against the person or group of people about whom these attitudes and feelings are held.

**Privilege**

Privilege is a special advantage, immunity, permission, right, or benefit granted to or enjoyed by an individual or group that is exercised to the exclusion or detriment of others. Privilege entails greater access to resources, power, and social status.

**Racism**

Racism is racial prejudice plus power. Racism is the intentional or unintentional use of power to isolate, separate, and exploit others. This use of power is based on a belief in superior racial origin, racial identity, or supposed racial characteristics. Racism confers certain privileges on and defends the dominant group, which in turn sustains and perpetuates racism. Both consciously and unconsciously, racism is enforced and maintained by the legal, cultural, religious, educational, economic, political, environmental, and military institutions of a society. Racism is more than just a personal attitude; it is the institutionalized form of that attitude.

These definitions have been adapted from *Achieving Effective Domestic Violence Public Education in a Diverse Society: A Solution-Oriented Approach*, Sujata Warrior and Vickii Coffey, New York State Coalition Against Domestic Violence; *Tennessee Cultural Competency Resource Manual*, Emily Hall, Tennessee Coalition Against Domestic and Sexual Violence.

## RESOURCES

### PUBLICATIONS

***Achieving Effective Domestic Violence Public Education in a Diverse Society: A Solution-Oriented Approach*** by Sujata Warriar and Vickii Coffey, New York Coalition Against Domestic Violence

The objective of this paper is to provide hands-on information and techniques that will help battered women's advocates and others working to end domestic violence and best address diversity in their public and community education campaigns.

***Tennessee Cultural Competency Resource Manual*** by Emily Hall, Tennessee Coalition Against Domestic and Sexual Violence

[www.tcadv.org/cc\\_project/Manual/Final%20Manual.pdf](http://www.tcadv.org/cc_project/Manual/Final%20Manual.pdf)

This is a detailed resource manual on improving services for immigrant and refugee survivors of domestic violence.

### WEBSITES

#### **Washington State Coalition Against Domestic Violence**

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

The Crossing Borders Project provides the following useful resources and training tools:

- Distance learning and online training
- Model protocols and publications
- Technical assistance and DV program support

#### **National Center For Cultural Competence (NCCC)**

[www11.georgetown.edu/research/gucchd/nccc/](http://www11.georgetown.edu/research/gucchd/nccc/)

NCCC's website provides useful information and tools on cultural competency.

#### **Family Violence Prevention Fund**

[www.endabuse.org/programs/immigrant/](http://www.endabuse.org/programs/immigrant/)

As part of their Immigrant and Refugee Women's Rights Project, the Family Violence Prevention fund has created the Battered Immigrant Women Toolbox.

#### **Alianza Latina Nacional (National Latino Alliance for the Elimination of Domestic Violence)**

[www.dvalianza.org/resor/resources.htm](http://www.dvalianza.org/resor/resources.htm)

This Spanish/English website provides information on and links to publications and resources produced by Alianza and many other agencies and organizations.

**Asian & Pacific Islander Institute on Domestic Violence**

[www.apiahf.org/apidvinstitute/default.htm](http://www.apiahf.org/apidvinstitute/default.htm)

This organization serves as a clearinghouse for information, research, resources, and critical issues about violence against women in Asian and Pacific Islander communities.

**FaithTrust Institute**

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

The FaithTrust Institute is a multifaith organization working to end domestic and sexual violence. This site offers resources such as videos, books, and other publications.