



## Cultural Competence / Inclusion / Diversity Integration Plan

<i>DOMAIN AREA</i>	<i>GOALS</i>	<i>OUTCOMES</i>	<i>OBJECTIVES</i>	<i>TASKS</i>	<i>TIMELINE</i>	<i>RESPONSIBLE PARTY</i>
<i>Infrastructure</i>	<i>An organizational structure that develops and sustains cultural competence, diversity and inclusion.</i>	A “standing” committee of the BOD will support and sustain The Conflict Center’s commitment to cultural competence, diversity and inclusion.	The committee will have representatives from the board, paid staff, service providers and service recipients, in addition to the Executive Director	Identify and select 3 paid staff members, 3 board members, 2 service providers and one student intern	03/31/11	Executive Director (with input and support from existing committee).
				Identify and select service recipient for committee	12/31/11	Committee members
			Work with Cultural Competence Consultant to advise and guide the work of the committee.	Interview and hire a consultant	03/31/10	E/D with input from existing committee
			Develop the committee to represent the racial diversity of the board and staff	Collect data on racial composition of board and staff	03/ 31/11	Committee members
			Complete and implement committee charter / job description	Have a written charter and job description	02/28/11	Committee members
				Have charter/job description adopted by BOD and revise by-laws to name committee as standing committee	04/30/11	E/D & BOD President
			Adopt an organizational definition of cultural competence, diversity and inclusion	Get approval from BOD for committee’s definition	12/31/10	E/D & BOD President
			Distribute case statement for	Get approval from staff and	10/31/11	Committee

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			cultural competence, diversity and inclusion for TCC	BOD for committee's case statement		members
				Revise and redo case statement to incorporate input from staff and BOD	12/31/11	Committee members
	<b><i>Policies that sustain cultural competence, diversity and inclusion.</i></b>	Organizational policies and practices that support cultural competence, diversity and inclusion will be adopted and published for the appropriate audiences	The committee will review policies and make recommendations to leadership for changes and/or additions to institutionalize cultural competence, diversity and inclusion	The Consultant will identify a policy audit tool	12/31/10	Consultant
Committee will complete policy audit tool				12/31/10	Committee with consultant	
Committee will recommend policy changes based on gaps identified by the audit to leadership				06/30/12	Committee with consultant	
Consultant will review and recommend changes to Employee Handbook				02/28/11	Consultant	
Committee will review consultant's recommendations and decide on specific actions that will also consider the orientation manual for staff, contractors, interns and volunteers				06/30/11	Committee	
Committee will review TCC Mission Statement to examine "impact" and "intent" of language				One month prior to Fall 2011 BOD retreat	E/D	
Committee will recommend				12/31/10	Committee and	

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				employee performance standards for cultural competence, diversity and inclusion		Consultant
		Strategic planning efforts will continually consider inclusiveness objectives and measures	Incorporate blueprint into Strategic Plan	Committee will provide input into “draft” blueprint	03/11 committee meeting	Committee
				Committee will provide any updates to “draft” for BOD	04/11 meeting	Committee
				“Draft” will be considered at strategic planning BOD retreat	04/30/11	E/D & BOD President
	<i>Service recipients have access to linguistic and culturally competent materials</i>	Organization will have training materials, outreach and publicly available information available in Spanish	Information on the website (to include web pages, electronic newsletters, blogs, etc.) that is helpful to a Spanish speaking population will be translated.	A review of the English language website will be conducted to determine what info should be available in Spanish	TBD	Diana Higuera
				Prioritization of info to be translated will be determined by the committee.	TBD	Committee
				Spanish speaking staff (paid or volunteer) will prepare a draft translation	TBD	Jaci Yesquen
				Culturally competent experts will be identified to review the draft and advise on modifications needed (e.g., Are different Spanish	TBD	TCC Consultant

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				cultural perspectives considered and incorporated?)		
			Existing Spanish training materials will be reviewed and modified as needed.	Culturally competent experts will be identified to review materials and advise on modifications needed (e.g., Do scenarios and terminology reflect Hispanic/ Latino culture?)	TBD	TCC Consultant
			Training materials that are English only will be translated into Spanish as needed.	A review of English only training materials (to include handouts, AV course materials and evaluation materials) will be reviewed and prioritized for translation	TBD	Pearl Bell & Vickie Samland
	<i>Service recipients served by linguistic and culturally competent providers</i>	Organization will have staff (paid or volunteer) who can train in Spanish	Spanish speaking trainers will meet standards of proficiency	Develop standards of Spanish linguistic proficiency for service providers who evidence competency in serving Latino/Hispanic communities and populations	TBD	Consultant with appropriate assistance
			Spanish speaking trainers will receive incentive pay	Current pay structures will be reviewed and enhanced as budgetary restraints permit.	TBD	E/D
			Develop a “pipeline” of Spanish speaking trainers	Actively target and recruit interns and volunteers who	TBD	Rose Kauffman

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<p><b><i>Staff members (paid or volunteer) are culturally competent and diverse.</i></b></p>	<p>Organization will have staff (paid or volunteer) who reflect the racial makeup of our service recipients</p>	<p>Recruit permanent paid staff from “pipeline” of trainers</p>	have Spanish language proficiency	TBD (but system already exists)	Pearl Bell	
			Convert interns and volunteers into paid contractors when their proficiency as a Spanish language trainer is determined	When paid staff positions are open	E/D	
			Give preference in hiring practices for Spanish language trainers to people in “pipeline”	TBD	Rose Kauffman	
			Reach out to communities of color when recruiting potential trainers (paid and volunteer)			
		<p>Develop a “pipeline” of trainers that are racially reflective of our service recipients</p>	<p>Recruit permanent paid staff from “pipeline” of diverse trainers</p>	Convert interns and volunteers into paid contractors when their proficiency as a trainer is determined	TBD (but system already exists)	Pearl Bell
				Seek a balance of diversity when hiring trainers	When paid staff positions are open	E/D
						Committee
<p>Organization will have staff (paid or volunteer) who are trained in and sensitive to issues of</p>	<p>Develop a training plan for all staff members (individually and collectively) around issues of cultural competence, diversity and inclusivity</p>	Use data from staff to determine priorities for staff training	TBD	Committee		
		Identify opportunities that	Ongoing			

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		cultural competence, diversity and inclusivity		<p>match training priorities and send staff to or bring training to staff</p> <p>Provide training opportunities on the value and sustainability of a respectful workplace. Require this training for all staff (paid or volunteer)</p> <p>Make time available for a variety of learning opportunities (e.g., book and movie discussions, standing-agenda items at staff meetings, reflection activities)</p> <p>Recommend readings</p> <p>Include cultural competency, diversity and inclusivity in staff orientation procedures</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>TBD</p>	<p>Committee</p> <p>E/D</p> <p>Committee</p> <p>Committee</p>
	<i>Cultural competency, diversity and inclusiveness efforts are sustained</i>	Cultural competency, diversity and inclusivity are funded by TCC	Expect that cultural competency, diversity and inclusivity are upheld as a daily part of interactions in the organization  There is a line item in the annual budget to support the ongoing work of cultural competency, diversity and inclusivity	<p>Finance Committee adds this expense category to 2012 annual budget</p> <p>Funding sources are identified to fully cover this expense category</p>	<p>Fall 2011</p> <p>Fall 2011</p>	<p>Ronnie Weiss</p>
<i>Evaluation</i>	<b>Any disparities among service</b>	Reliable and valid evaluation tools show no disparities	Use existing program evaluation tools to identify if any disparities in outcomes	Run data using statistical computer programs to see if disparities exist	TBD	Pearl Bell

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<p><b>recipients are attributable to individual and not cultural factors</b></p>	<p>related to cultural, linguistic or gender issues</p>	<p>exist on racial/ethnic and/or gender lines</p>	Utilize results from evaluation tools to inform program developers of any disparities that might exist	TBE	Pearl Bell
			Use principles of continuous quality improvement to make changes to curricula and program tools to address and eliminate disparities.	At least annually	Pearl Bell
			Develop self-identification scale that is inclusive of all demographics but also provides the opportunity to compare the impact of service across cultures	TBD	Pearl Bell & Consultant
			Educate staff (with an emphasis on program delivery staff) on the awareness and elimination of disparities in service.	At least annually	Pearl Bell
			Have instructors who have been shown to no (or fewer) disparities mentor instructors with higher disparities	Ongoing as needed	Pearl Bell
			Provide regular data sharing with all staff (with an emphasis on program delivery staff) on results of evaluations	Quarterly	Pearl Bell

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				Regularly educate program delivery staff on the need to collect demographic and evaluation data and using the data for comparative purposes.	Ongoing	Committee
		An organization where service recipients feel they are served equitably and competently	Annual consumer surveys show consumer satisfaction with services and confidence in TCC's competence as a service provider	Develop a survey to assess consumer attitudes about organizational climate for cultural competence, diversity and inclusion	TBD	Pearl Bell
				Conduct the survey on a regular basis with consumers	At least annually	Pearl Bell
				Use focus groups and/or key informant interviews with consumers to as obtain input on cultural competence, diversity and inclusion	At least annually	Pearl Bell
				Share evaluations with staff	At least annually	Pearl Bell
				Use principles of continuous quality improvement and make changes to operating practices	Ongoing	Pearl Bell & committee
				Seek feedback from program delivery staff to	Ongoing	Committee & Pearl Bell



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				establish priority groups from which to gather input		
<i>Series Program</i>	<b>Service recipients receive culturally competent and inclusive services in the Series Program</b>	All service providers and trainers are culturally competent and create an inclusive classroom	All service providers will receive training and supervision on cultural competency, diversity and inclusivity	Continue to provide inclusiveness segments during Train the Trainer	Ongoing	Pearl Bell
				Provide coaching skills to Mentors and encourage them to discuss issues of cultural competency, diversity and inclusivity when “teachable moments” occur with new trainers	Ongoing	Pearl Bell
				Continue to provide required trainings on topics of cultural competency, diversity and inclusivity for trainers	Ongoing	Pearl Bell
				Create opportunities for dialogue between trainers on self-reflective topics.	Ongoing	Pearl Bell
				Provide recommended reading lists for Trainers to further their own personal development	Ongoing	Pearl Bell
		Services are provided in recipients’ most comfortable language	The adult series curriculum is taught in Spanish by Spanish-speaking instructors and facilitators	Pilot a series for Spanish speakers with a translated curriculum.	Begin in March 2010	Diana Higuera & Pearl Bell
				Reach out to Hispanic/ Latino Communities via Churches, Community	Begin in March 2010	Diana Higuera

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				Centers, Schools to recruit participants		
				Gather feedback from class participants and from outside consultants to assess effectiveness of instruction and curricular materials	Ongoing	Diana Higuera & Pearl Bell
				Integrate feedback in to a continuous quality improvement process	Ongoing	Pearl Bell
				Collect data from evaluation tools to compare data from English classes to see if effectiveness is consistent between the 2 languages	Ongoing	Pearl Bell
				Integrate feedback around differences into regular conversations with program staff and trainers	Ongoing	Pearl Bell
				Implement necessary changes around issues of cultural competence that appear in data	Ongoing	Pearl Bell & Diana Higuera
		Services are provided in age or gender appropriate classes	Youth classes are taught using techniques appropriate to the age and age-culture of the participants	Consider whether youth classes should be taught in cultural and language specific settings	Ongoing	Pearl Bell

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				<p>Continue to integrate teaching techniques that reach “millennial generation” and “generation Z” (or the “Internet generation”)</p> <p>Teach series classes in sessions with middle and high school students divided by age</p> <p>Teach youth series classes with students divided by gender</p> <p>Integrate more experiential learning into Adult curriculum as our younger millennial are now “adult” populations</p> <p>Explore specific topic additions (such as issues of cross cultural conflict, issues of conflict related to discrimination, blended family conflicts, LGBTQI relational conflicts, etc.)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing (prioritization needs to be decided)</p>	<p>Pearl Bell</p> <p>Terry Gale</p> <p>Terry Gale</p> <p>Pearl Bell</p> <p>Pearl Bell &amp; committee</p>
		Conflict issues that involve cultural issues are addressed in curricula	<p>Adult classes are taught using techniques appropriate to the age and age-culture of the participants</p> <p>Classes address issues that are driven by cultural differences or that are specific within cultures or within communities of color (such as power, privilege and oppression)</p>			
<b>Schools Program</b>	<b>Service recipients receive culturally competent services in the Schools</b>	Services provided by our staff meet the expectations of dual language schools served	All service providers will receive training and supervision on cultural competency, diversity and inclusivity	<p>Offer training in cultural competency for our Reading for Peace (RFP) volunteers.</p> <p>Recruit RFP readers who can read and speak Spanish</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Vickie Samland</p> <p>Rose Kauffman</p>

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	Program					
			Multilingual persons from TCC will provide services in schools and train using the TCC Spanish School Curriculum	Recruit interns who speak Spanish using academic programs (e.g., the Latino community track at DU's Graduate School of Social Work	Ongoing	Rose Kauffman
<b>Board of Directors</b>	<b>Board of Directors that is reflective of our service recipients</b>	The racial and ethnic composition of the Board of Directors will mirror the racial and ethnic population of the Denver Metro area.	Set numeric goals for adding people of color to the BOD	Gather demographic data on racial/ethnic composition for the combined counties of: Adams, Arapahoe, Denver and Jefferson	06/30/11	Board Development Committee
				Using data, establish numeric and percentage goals for new board members to be added in 2011 and 2012	09/30/12	Board Development Committee
				Identify groups or communities wherein we can recruit people of color who can serve on the BOD	09/30/12	Board Development Consultant & Cultural Competency Consultant
		The BOD embraces cultural competency, diversity and inclusivity	Board members serve on and co-chair the Committee Cultural Competency Committee is a standing committee of the BOD	Three board members serve on the Committee	03/31/11	E/D
				A board member serves as co-chair of the Committee BOD votes to change by-laws to name CCC a standing committee	06/30/11	Committee
					12/31/11	BOD committee members

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			<p>Cultural competency, diversity and inclusivity are regular items on BOD agenda</p>	<p>Committee has a regular report at every board meeting</p>	06/30/11	BOD committee members & E/D
			<p>BOD members receive training on cultural competency, diversity and inclusivity</p>	<p>Trainings are scheduled on a regular basis for BOD members</p>	TBD	BOD
				<p>BOD members are invited to attend trainings that are available to staff</p>	Ongoing	E/D
				<p>Regular monthly BOD reflections include issues of cultural competency, diversity and inclusivity</p>	Ongoing	E/D and BOD committee members
			<p>BOD holds itself accountable for cultural competency, diversity and inclusivity</p>	<p>Committee recommends evaluation tools for BOD. BOD members are asked to complete a questionnaire that examines their individual involvement with cultural competency, diversity and inclusivity</p>	TBD	Committee & Consultant
				<p>BOD members complete a questionnaire that examines BOD collective involvement with cultural competency, diversity and inclusivity</p>	Annually	BOD President
				<p>BOD has a discussion about the results of the surveys as part of a continuous quality improvement process</p>	Annually	BOD President



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			BOD represents TCC to a diverse community	Tasks TBD	TBD	BOD
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