

DRIVE Measurement & Evaluation

# CULTURAL COMPETENCE SURVEY

Survey, Guide, and  
Data Dictionary



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# DRIVE Cultural Competence Survey

Thank you for taking the time to complete this survey.  
This survey will take approximately 20 minutes to complete.

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***Remember...***

- there are no right or wrong answers
- thoughtful and honest responses will provide the most valuable information, and
- your responses to this survey are confidential and will only be shared anonymously

This survey asks questions about your organization's cultural competence.  
Please select the answer that best applies to your organization.



# Part 1 Cultural Competence

Cultural competence is “a set of behaviors, attitudes, and policies that... enable a system, agency, or group of professionals to work effectively in cross cultural situations.”<sup>1</sup> Please select the level to which you agree or disagree with the following statements.

1. The organization’s cultural competence goals are an explicit part of the strategic plan. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

2. Programs and services are responsive to the cultural beliefs and practices of the individuals served. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

3. The organization allocates resources to meeting the cultural and linguistic needs of the individuals served. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

4. Policies and procedures exist to evaluate the cultural competence of programs and services. (e.g., use of a feedback survey) *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

5. Policies and procedures exist to solicit input from communities of color to determine the relevancy of programs and services. (e.g., use of a feedback survey) *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

6. Data is separated by race, ethnicity, language (and other relevant demographic variables) to identify and address disparities. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

<sup>1</sup> Cross, T. L., et. al (1989). Towards a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed.



7. Community demographic data is used in program planning and delivery. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

8. The organization is intentional in its efforts to assure that communities of color are aware of our programs and the services and resources we offer. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

9. The diverse communities we serve are reflected in our promotional materials and other media. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

10. The organization participates in cultural, religious, or other events or festivals sponsored by communities of color. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

11. The organization provides or facilitates childcare to make our services more accessible. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

N/A: Our organization does not have a need for transportation

12. The organization provides or facilitates transportation (e.g., bus tickets, ride sharing) to make our services more accessible. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

N/A: Our organization does not have a need for transportation

13. Translation and interpretation assistance is available & utilized when needed. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree

N/A: Our organization does not have a need for translation and interpretation assistance

14. Forms of communication (reports, outreach, program materials, etc.) are culturally and linguistically appropriate for populations served. *[select one]*

- Strongly disagree       Disagree       Agree       Strongly agree



15. Cultural competency training, mentoring, and coaching for all levels of staff are provided on a regular basis. *[select one]*

Strongly disagree

Disagree

Agree

Strongly agree

16. Diverse staff, including members of diverse population groups, are recruited for positions at all levels within the organization. *[select one]*

Strongly disagree

Disagree

Agree

Strongly agree

17. The organization engages in focused retention and employee career promotion efforts to build and maintain workforce diversity at all levels. *[select one]*

Strongly disagree

Disagree

Agree

Strongly agree

18. Please provide one example (positive, negative, neutral) of cultural competence in your organization or community. *[text]*

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## Part 2 General Information

19. Are you... [select one]

- Female
- Male
- Non-binary/non-conforming (a person who does not identify with any gender)
- Other

19a. Do you identify as transgender?

- Yes
- No
- Prefer not to say

20. What is your race/ethnicity? [select all that apply]

- Native American or Alaska Native (*if selected, ask 20a*)
- Asian (*if selected, ask 20b*)
- Latino/a/x (*if selected, ask 20c*)
- Black (*if selected, ask 20d*)
- White (*if selected, ask 20e*)
- Other (*if selected, ask 20f*)

If you selected Native American or Alaska Native:

20a. Please select all of the following American Indian and/or Alaska Native race/ethnicity categories that make up part of your identity. [select all that apply]

- |  |   |
|--|---|
| <input type="checkbox"/> Aztec   | <input type="checkbox"/> Nome Eskimo Community  |
| <input type="checkbox"/> Big Sandy Band of Western Mono Indians                          | <input type="checkbox"/> Northern Band of Mono-Yokuts   |
| <input type="checkbox"/> Blackfeet Tribe   | <input type="checkbox"/> Picayune Rancheria of Chukchansi Indians                               |
| <input type="checkbox"/> Chuchansi Tribe   | <input type="checkbox"/> Paiute-Shoshone Tribe  |
| <input type="checkbox"/> Chumash Tribe   | <input type="checkbox"/> Santa Rosa Indian Community of the Santa Rosa Rancheria (Tachi Yokuts) |
| <input type="checkbox"/> Dumma Tribal Government   | <input type="checkbox"/> Sierra Foothill Wuksachi Yokuts Tribe                                  |
| <input type="checkbox"/> Dumna Wo-Wah Tribal Government                                  | <input type="checkbox"/> Table Mountain Rancheria   |
| <input type="checkbox"/> Hupa Tribe  | <input type="checkbox"/> Traditional Choinuymni Tribe   |
| <input type="checkbox"/> Mayan   | <input type="checkbox"/> Tule River Indian Tribe of the Tule River Reservation                  |
| <input type="checkbox"/> Me-Wuk Tribe  | <input type="checkbox"/> Wukchumni Council  |
| <input type="checkbox"/> Miwok Tribe   | <input type="checkbox"/> Wukshumni Tribe  |
| <input type="checkbox"/> North Fork Band of Mono Indians                                 | <input type="checkbox"/> Other [text response]  |
| <input type="checkbox"/> Dunlap Band of Mono Indians (aka Mono Tribal Council of Dunlap) | _____   |
| <input type="checkbox"/> Native Village of Barrow Inupiat Traditional Government         | _____   |
| <input type="checkbox"/> Navajo Nation   |   |



If you selected Asian:

20b. Please select all of the following Asian race/ethnicity categories that make up part of your identity.  
[select all that apply]

- Chamorro
- Chinese
- Filipino
- Hmong
- Japanese
- Korean
- Native Hawaiian
- Punjabi
- Samoan
- Vietnamese
- Other [text response] \_\_\_\_\_

If you selected Latino/a/x:

20c. Please select all of the following Latino/a/x race/ethnicity categories that make up part of your identity.  
[select all that apply]

- Argentinian
- Cuban
- El Salvadorian
- Guatemalan
- Indigenous of Mexico (e.g., Mixteco, Zapoteco)
- Mexican / Mexican American
- Nicaraguan
- Portuguese
- Puerto Rican
- Other [text response] \_\_\_\_\_

If you selected Black:

20d. Please select all of the following Black race/ethnicity categories that make up part of your identity.  
[select all that apply]

- African American
- Ethiopian
- Haitian
- Jamaican
- Nigerian
- Somali
- Other [text response] \_\_\_\_\_



**If you selected White:**

**20e.** Please select all of the following White race/ethnicity categories that make up part of your identity. *[select all that apply]*

- Armenian
- Egyptian
- English
- German
- Irish
- Italian
- Lebanese
- Other *[text response]* \_\_\_\_\_

**If you selected Other:**

**20f.** Please enter any other race/ethnicity categories that weren't previously mentioned that make up part of your identity. *[text response]*

\_\_\_\_\_

**21.** What is your current residential zip code? *[numeric]* \_\_\_\_\_

**22.** Are you a veteran? *[select one]*

- Yes
- No
- Prefer not to say

**23.** What is your date of birth? (mm/dd/yyyy) *[text response]* \_\_\_\_\_

**24.** How many years have you lived in the United States? *[numeric]* \_\_\_\_\_

**25.** What is your highest level of education completed? *[select one]*

- Elementary school to 8<sup>th</sup> grade
- Some high school, no diploma
- High school graduate, diploma or the equivalent (e.g., GED)
- Some college credit, no degree
- Trade/technical/vocational training
- Associate's degree
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree





26. What is your current job title? *[text]* \_\_\_\_\_

27. Is your organization partnering with any other DRIVE Initiatives? If so, please select all that apply.

- Civic Infrastructure *[if selected, please answer question 27a]*
- Opportunity Corridor
- Fresno's Impact Economy
- F3
- Next Generation Aviation
- Betting Big
- Downtown 2.0
- Wealth Creation
- Community Justice Network
- K-16 Collaborative
- Pre-Conception to FIVE
- UCSF Fresno School of Medicine
- Career Nexus
- Permanent Affordable Housing
- No, my organization is currently only partnering with one DRIVE Initiative

27a. Which Civic Infrastructure Hub(s) do you work with? *[select all that apply]*

- Familias En Accion
- A Hopeful Encounter
- Another Level Training Academy
- Generation Changers
- Lowell CDC
- Highway City CDC
- Jackson CDC
- Martin Park
- Live Again Fresno
- Friends of Calwa
- Hidalgo CDC
- Intermediary to Civic Infrastructure

28. What is your name (first and last)? *[text]* \_\_\_\_\_

29. What is your email address? *[text]* \_\_\_\_\_

30. Is there anything else that you'd like to share that we didn't ask about in this survey? *[text]*

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# Cultural Competence Survey Guide



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**Cultural competence** is “a set of behaviors, attitudes, and policies that... enable a system, agency, or group of professionals to work effectively in cross cultural situations.”<sup>1</sup>

### Why measure cultural competence?

The DRIVE theory of change posits that racially inclusive implementation of DRIVE programs requires cultural competence across DRIVE leaders, key actors, and service providers. Research shows that culturally competent practices can improve access and use of services, participant satisfaction, and trust in service providers.<sup>2</sup> We hypothesize that cultural competence of DRIVE actors will support authentic relationships with community members and improve DRIVE’s program outcomes.

### What are we measuring?

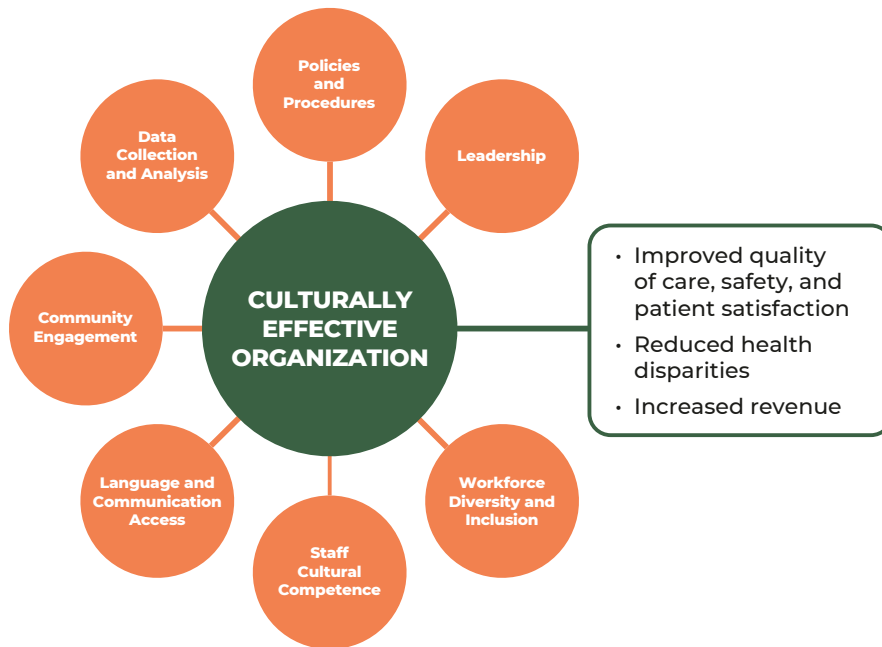
The items in this survey assess cultural competence at the organizational level. For individuals who would like to assess their personal cultural competence, self-assessment tools such as the Cultural Competence Self-Assessment Checklist<sup>3</sup> can assess your cultural skills, knowledge, and awareness and identify how you can engage more effectively in diverse environments.

The items in this survey assess DRIVE initiatives’ cultural competence across seven domains identified in the Culturally Effective Organizations (CEOrgs) Framework.<sup>4</sup> The CEOrgs Framework is grounded in literature and draws on standards from national organizations.<sup>5</sup> Originally designed for healthcare service providers, the CEOrgs Framework has been broadly adopted by non-profit and people-serving organizations.

- 1 Cross, et. al (1989). Towards a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed.
- 2 Hampers, Cha, Gutglass, Binns, & Krug (1999). Language barriers and resource utilization in a pediatric emergency department. *Pediatrics*, 103 (6 Part 1), 1253-1256.; LaVeist, Nuru-Jeter & Jones (2003). The association of doctor-patient race concordance with health services utilization. *Journal of Public Health Policy*, 24(3-4), 312-323.
- 3 Cultural Competence Self-Assessment Checklist, Central Vancouver Island Multicultural Society, August 2021, accessed at <https://www.cvims.org/resources/cultural-competency/>.
- 4 Gaiser, Jefferson, Santos, Venner, Boguslaw, & Tellez (April 2015). Culturally Effective Healthcare Organizations: A Framework for Success. Waltham, MA: Brandeis University Institute on Assets and Social Policy. Issue Brief and Executive Summary.
- 5 Department of Health and Human Services Office of Minority Health, National Standards for Culturally and Linguistically Appropriate Service (CLAS); Joint Commission, a non-profit health care accreditation organization; National Quality Forum, national healthcare performance improvement goals; Health Research and Education Trust, a nonprofit research affiliate of the American Hospital Association; and the National Center for Cultural Competence at Georgetown University.



## Framework for a Culturally Effective Organization



### CEOrgs Framework domains and descriptions

<b>Leadership</b>	Executive leadership and board of directors formally model the organization’s commitment by considering cultural competence in the strategic planning process and overall organizational practices.
<b>Policies &amp; Procedures</b>	Organizations formalize their commitment to cultural competence by articulating their vision through written policies, procedures, goals, and practices.
<b>Data Collection &amp; Analysis</b>	Data related to cultural diversity informs strategic planning and programs are tailored to meet community needs. Data is analyzed to assess differences in participant outcomes across groups and monitor the impact of cultural competence-related policies and activities.
<b>Community Engagement</b>	Organizations engage the community in a two-way process to learn, communicate, and share knowledge.
<b>Language and Communication Access</b>	Effective communication, including translation and interpretation, is provided when needed.
<b>Staff and Cultural Competence</b>	Organizations require continuous cultural competence learning and professional development to ensure staff can individualize services to meet cultural needs.
<b>Workforce Diversity and Inclusion</b>	Organization leaders and staff reflect the diversity of the communities they serve. Efforts are made to recruit, retain, and promote diverse staff.

### **How often should we use this tool to measure cultural competence?**

This survey can be administered to initiative leads on an annual basis. Since culture changes with time, cultural competence is a continuous learning process, and organizations can benefit from periodic reassessment. Ideally, this survey will be taken by multiple team members to compare results.

### **How was this survey developed?**

A team of evaluation experts from the Central Valley Community Foundation and Sankofa Consulting conducted a literature review to operationalize cultural competence, identify domains, and identify existing surveys that assessed organizational cultural competence. A multitude of organizational cultural competence assessment tools exist, including two surveys that have been tested for validity/reliability:

The Cultural Competence Self-Assessment Questionnaire (“CCSAQ,” Mason, 1995)<sup>6</sup> and the Consolidated Culturological Assessment Tool Kit (Ohio Department of Mental Health, 2003). Several other instruments, outlined in a review of organizational cultural competence assessments by Harper, et. al., 2006,<sup>7</sup> contained tools that were not previously validated, but were useful to inform our survey development, such as the assessment developed by the Association of University Centers on Disabilities.<sup>8</sup> We relied heavily on the Culturally Effective Organizations Framework, Organizational Assessment,<sup>9</sup> which evaluates the seven domains of the CEOrgs Framework, described above.

New items were drafted only when existing items were not available. All survey items were reviewed by experts and were pre-tested on a small sample of individuals for readability, understanding, and acceptability.

- 6 Mason (1995). Cultural competence self-assessment questionnaire: A manual for users. Portland, OR: Portland State University, Research and Training Center on Family Support and Children’s Mental Health.
- 7 Harper, Hernandez, Nesman, Mowery, Worthington, & Isaacs (2006). Organizational cultural competence: A review of assessment protocols (Making children’s mental health services successful series, FMHI pub. no. 240-2). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, Research & Training Center for Children’s Mental Health.
- 8 Ad Hoc Committee of the Association of University Centers on Disabilities (AUCD) Multicultural Council. Assessment of Organizational Cultural Competence.
- 9 New Hampshire Equity Collective (2021). Culturally Effective Organizations Framework, Organizational Assessment: Quality Improvement Tool to Identify Places for Potential Action. Culturally Effective Organizations Work Group, [www.equitynh.org](http://www.equitynh.org).



# Cultural Competence Survey Data Dictionary

This Data Dictionary provides information about the source of each survey item, including the citation and the language used in the original item. Additional information about the survey items are noted in “methods” and “analysis” sections.



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**Survey Directions:** This survey asks questions about your organization’s cultural competence. Please select the answer that best applies to your organization. [Items 1-17 use a 4-point response scale: strongly disagree, disagree, agree, strongly agree.]

Domain	Item	CVCF Question	Original Question & Citation	Original Response Options
LEADERSHIP	1	The organization’s cultural competence goals are an explicit part of the strategic plan.	The organization’s cultural effectiveness goals are an explicit part of the strategic plan.  <i>Source: CEOrg</i>	Plan/Policy States 1. Yes 2. Partially 3. No 4. Not sure  Implemented/Evidence of Action 1. Not yet 2. Just starting 3. In progress 4. Well on way
	2	Programs and services are responsive to the cultural beliefs and practices of the individuals served.	The organization offers effective quality care/ services which are responsive to cultural (and health) beliefs and practices of the individuals served.  <i>Source: CEOrg</i>	Plan/Policy States 1. Yes 2. Partially 3. No 4. Not sure  Implemented/Evidence of Action 1. Not yet 2. Just starting 3. In progress 4. Well on way
	3	The organization allocates resources to meeting the cultural and linguistic needs of the individuals served.	The organization annually allocates resources to meeting the cultural and linguistic needs of its clients, and to improving its cultural effectiveness.  <i>Source: CEOrg</i>	Plan/Policy States 1. Yes 2. Partially 3. No 4. Not sure  Implemented/Evidence of Action 1. Not yet 2. Just starting 3. In progress 4. Well on way



Domain	Item	CVCF Question	Original Question & Citation	Original Response Options
POLICIES AND PROCEDURES	4	Policies and procedures exist to evaluate the cultural competence of programs and services. (e.g., use of a feedback survey)	<i>Source: adapted from CCSAQ, Mason, 1995</i>	–
	5	Policies and procedures exist to solicit input from communities of color to determine the relevancy of programs and services. (e.g., use of a feedback survey)	<i>Source: adapted from CCSAQ, Mason, 1995</i>	–
DATA COLLECTION AND ANALYSIS	6	Data is separated by race, ethnicity, language (and other relevant demographic variables) to identify and address disparities.	Data is stratified by race, ethnicity, language (and other relevant demographic variables) to identify and address disparities as part of all quality improvement efforts.  <i>Source: CEOrg</i>	Plan/Policy States 1. Yes 2. Partially 3. No 4. Not sure  Implemented/Evidence of Action 1. Not yet 2. Just starting 3. In progress 4. Well on way
	7	Community demographic data is used in program planning and service delivery.	Community demographic data is used in program planning and service delivery; how is specified.  <i>Source: CEOrg</i>	Plan/Policy States 1. Yes 2. Partially 3. No 4. Not sure  Implemented/Evidence of Action 1. Not yet 2. Just starting 3. In progress 4. Well on way





Domain	Item	CVCF Question	Original Question & Citation	Original Response Options
COMMUNITY ENGAGEMENT	8	The organization is intentional in its efforts to assure that communities of color are aware of our programs and the services and resources we offer.	How well do you assure that the communities of color are aware of your program and the services and resources you offer?  <i>Source: CCSAQ, Mason, 1995</i>	1. Not at all 2. Barely 3. Fairly well 4. Very well
	9	The diverse communities we serve are reflected in our promotional materials and other media.	Are people of color depicted on agency brochures or other media?  <i>Source: CCSAQ, Mason, 1995</i>	1. Not at all 2. Seldom 3. Sometimes 4. Often
	10	The organization participates in cultural, political, religious, or other events or festivals sponsored by communities of color.	Does your agency participate in cultural, political, religious, or other events or festivals sponsored by communities of color?  <i>Source: CCSAQ, Mason, 1995</i>	1. Not at all 2. Seldom 3. Sometimes 4. Often
	11	The organization provides or facilitates childcare to make our services more accessible.	As a matter of formal policy, does your agency provide or facilitate childcare?  <i>Source: CCSAQ, Mason, 1995</i>	1. No policy 2. Considering policy 3. Currently writing formal policy 4. Policy in place
	12	The organization provides or facilitates transportation (e.g., bus tickets, ride sharing) to make our services more accessible.	As a matter of formal policy, does your agency provide or facilitate transportation (e.g., bus tickets, ride sharing)?  <i>Source: CCSAQ, Mason, 1995</i>	1. No policy 2. Considering policy 3. Currently writing formal policy 4. Policy in place



Domain	Item	CVCF Question	Original Question & Citation	Original Response Options
LANGUAGE AND COMMUNICATION ACCESS	13	Translation and interpretation assistance is available & utilized when needed.	Translation and interpretation assistance is available & utilized when needed.  Source: AUCD	<ol style="list-style-type: none"> <li>1. Almost always</li> <li>2. Often</li> <li>3. Sometimes</li> <li>4. Almost never</li> <li>5. Don't know</li> </ol>
	14	Forms of communication (reports, outreach, program materials, etc.) are culturally and linguistically appropriate for populations served.	Forms of communication (reports, appointment notices, telephone messages, greetings, etc.) are culturally and linguistically appropriate for the populations served.  Source: AUCD	<ol style="list-style-type: none"> <li>1. Almost always</li> <li>2. Often</li> <li>3. Sometimes</li> <li>4. Almost never</li> <li>5. Don't know</li> </ol>
STAFF CULTURAL COMPETENCE	15	Cultural competency training, mentoring, and coaching for all levels of staff are provided on a regular basis.	Cultural competency training, mentoring, and coaching for all levels of staff are provided on a regular basis.  Source: CEOrg	<p>Plan/Policy States</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. Partially</li> <li>3. No</li> <li>4. Not sure</li> </ol> <p>Implemented/Evidence of Action</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Just starting</li> <li>3. In progress</li> <li>4. Well on way</li> </ol>



Domain	Item	CVCF Question	Original Question & Citation	Original Response Options
WORKFORCE DIVERSITY AND INCLUSION	16	Diverse staff, including members of diverse population groups, are recruited for positions at all levels within the organization.	Diverse staff, including members of diverse populations groups, are recruited for positions at all levels within the organization. For management and advanced skill positions, search firms and recruiters are required to present a field of candidates that reflects the diversity of the community.  <i>Source: CEOrg</i>	Plan/Policy States 1. Yes 2. Partially 3. No 4. Not sure  Implemented/Evidence of Action 1. Not yet 2. Just starting 3. In progress 4. Well on way
	17	The organization engages in focused retention and employee career promotion efforts to build and maintain workforce diversity at all levels.	The organization engages in targeted retention and employee career promotion efforts to build and maintain workforce diversity at all levels, including offering diverse individuals internal promotions and other opportunities for upward mobility before seeking external candidates.  <i>Source: CEOrg</i>	Plan/Policy States 1. Yes 2. Partially 3. No 4. Not sure  Implemented/Evidence of Action 1. Not yet 2. Just starting 3. In progress 4. Well on way
ADDITIONAL	18	Please provide one example (positive, negative, neutral) of cultural competence in your organization or community.	N/A: New item	N/A: New item



**Methods:** These items were taken from the following sources:

*Leadership, Data Collection, Staff Cultural Competence, and Workforce Diversity and Inclusion Items:*

New Hampshire Equity Collective (2021). Culturally Effective Organizations (CEOrgs) Framework, Organizational Assessment: Quality Improvement Tool to Identify Places for Potential Action. Culturally Effective Organizations Work Group, [www.equitynh.org](http://www.equitynh.org).

*Policies and Procedures, and Community Engagement Items:*

Mason (1995). Cultural competence self-assessment questionnaire: A manual for users. Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health. <https://www.pathwaysrtc.pdx.edu/pdf/CCSAQ.pdf>

Note: Items 4-5, addressing policies and procedures, were loosely adapted from a policy scale in the Mason (1995) survey.

*Language and Communication Items:*

Ad Hoc Committee of the Association of University Centers on Disabilities (AUCD) Multicultural Council. Assessment of Organizational Cultural Competence. Accessed at [https://www.aucd.org/docs/councils/mcc/cultural\\_competency\\_assmt2004.pdf](https://www.aucd.org/docs/councils/mcc/cultural_competency_assmt2004.pdf)

**Analysis:** Descriptive statistics will be reported on the percentage of initiative leads who responded agree or strongly agree to each item. Subscales can be created according to the CEOrgs Framework domains, shown above, and analyzed by subscale, or collectively as a cultural competence index.





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