

# Cultural Responsiveness Organizational Self-Assessment

## REVIEW SESSION FACILITATION GUIDE

A STRENGTHS-BASED GUIDE  
TO REVIEWING AND USING YOUR  
CROS RESULTS

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## USE THIS GUIDE TO

- 1 Review and develop shared understanding of CROS findings
- 2 Identify and build on strengths. Focus on using strengths in areas you want to improvement
- 3 Initiate action planning

*Cultural responsiveness involves more than just being informed of communities of color and their traditions and customs. It is having a critical analysis of racial equity and oppression, how these impact survivors, and how domestic violence agencies provide services. - CROS user*

# Three Steps

1

Identify a person or small group to plan and lead the review session.

2

Determine the timing and group composition for the review session.

3

Prepare for and facilitate session using the materials that follow.

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## STEP 1:

# Who Leads?

Identify a person or small group to plan and lead the review session.

Characteristics of an effective facilitator include:

- *Ability to hold the process with an eye towards the purpose (think of them as a guide)*
- *Can ensure that all voices are heard (and can think of different ways for them to do so)*
- *Comfortable with “managing the conversations” meaning making sure the flow is consistent with the purpose of the session*

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## STEP 2:

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# Where & When?

TOTAL TIME  
COMMITMENT

Participants : 3 hours

Facilitator : 5 hours

What is most important is that your organization

1. find sufficient time and space to work with the summary report and
2. include multiple and varied perspectives in making sense of findings and thinking about what next.

If there is an existing meeting that can serve as the holding place for this session, we recommend doing so.

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# STEP 2: Timing Considerations

TOTAL TIME  
COMMITMENT

Participants : 3 hours  
Facilitator : 5 hours

## REVIEW SESSION

The review session is designed to take approximately

2.5 hours

## PRE-WORK

**PARTICIPANTS:** The only pre-work is to review the summary report prior to attending

*approximately  
30 minutes*

**FACILITATOR:** Pre-work includes reviewing the summary report and this guide -- including determining what, if any, adjustments are needed — and preparing materials

*approximately  
1.5 - 2 hours*

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## STEP 2:

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# Group Considerations

- How will we elevate thinking about strengths throughout this process?
- How and with whom will we share highlights from the session?
- Are multiple and varied perspectives meaningfully included?



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## STEP 2:

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# Who & How Many?

Depends upon the size\* and structure of your organization, realities and commitments that must be balanced in order for any given individual to participate.

Individuals who can support thinking about how strengths can be leveraged, areas for organizational growth.

Might be a whole staff meeting; or a smaller group participates in this session sharing highlights of the discussion with a broader group.

\*The facilitation guide includes strategies for large and small groups.

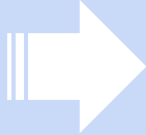
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## STEP 3:

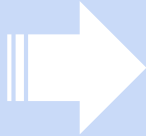
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BEFORE THE SESSION

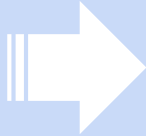
# The Big Picture



As your group works with findings, think about where you can **leverage your strengths** and make improvements.



The point of this review and action planning isn't to create a list of things you need to do amid competing priorities.



Rather, it is a chance to **identify a few places where you can build on what is already in place**...enhancing areas that need attention by focusing on realistic next steps that leverage your strengths.

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## STEP 3:

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BEFORE THE SESSION

# Review Facilitator's Agenda

As the facilitator, it's important that you:



1. Have full design and intention of the review session in mind before the session begins.
2. Know what can be found in the report and where it can be found.

This small amount of preparation will allow you to better adjust in the moment to make the best use of participant time and contributions.

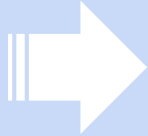
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## STEP 3:

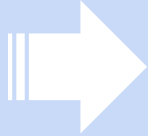
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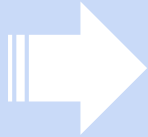
# Review Summary Report



Know what can be found in the report and where it can be found



To structure and guide the conversation, you may want to highlight a few things for yourself (e.g., your answers to reflection questions or group discussion areas)



Offer these for the discussion while in the moment

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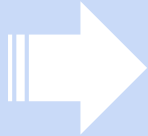
## STEP 3:

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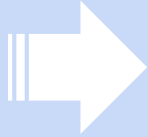
BEFORE THE SESSION

# Prepare Worksheet Copies

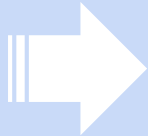
For each Participant:



Worksheet A – Confirmation / Surprise / Know More



Worksheet B – Action Planning



CROS Summary Report

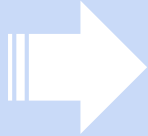
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## STEP 3:

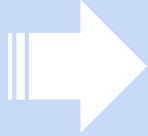
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BEFORE THE SESSION

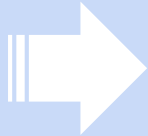
# “Pre-Chart” Flip Charts



Flip Chart A — Session Objectives



Flip Chart B — Confirmation / surprise / Know More



Flip Chart C — Celebrate / Build On & Improve /  
Keep in Mind

**Consider:  
What else do you need to be ready?**

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# THE AGENDA

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## Use the Facilitator's Agenda\* to:

1

Introduce each agenda topic, and

2

Guide the group through the associated individual, small, and/or whole group activities.

\* This agenda was part of the original field testing of the CROS. It has been refined to reflect experiences and feedback from participants. The agenda will lead you through a process of checking in on the overall findings, prioritizing areas for discussion, engaging in discussion, and identifying realistic next steps. We recommend having a printed version of this agenda (modified as you wish) for each facilitator during the actual session.



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# Expected Outcomes



Shared understanding of findings



Identify and build on our strengths. Focus on using these in areas we want to improve



Action planning initiated

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# Agenda Color Key

**BLACK**

General guidance for facilitator



Suggested wording offered to support a key point or transitions in the agenda

**BLUE**

Directions for group discussion

**RED**

Guidance for executive director or staff who led the CROS process  
(if different than facilitator)

**PURPLE**

Individual or small group activity

**ORANGE**

Materials needed

Part 1	FRAME & GROUND - Notes & Activities	Materials
<p><b>10 minutes</b></p> <p><b>Frame and Ground</b></p> <p>Purpose: Review purpose and set tone for session.</p> <p>Objectives: To make sure participants understand this is an opportunity to explore dimensions of cultural responsiveness in the context of our organization and engage in action planning.</p>	<p><b>Executive Director or Staff who led the CROS process</b></p> <ul style="list-style-type: none"> <li>● Welcome the group</li> <li>● Reason and hope for organization's use of the CROS</li> <li>● How you hope everyone will be in this session</li> </ul> <p><b>Facilitator</b></p> <ul style="list-style-type: none"> <li>● Review session outcomes</li> <li>● Preview the process for today highlighting key activities on the agenda and how they relate.</li> <li>● Place conversation in context of organization using the information (to inform refinements to our practices and policies, to highlight our strengths).</li> <li>● Note: Determine if a set of useful practices is necessary to support group participating productively in the session. For instance, Be Open, Be Curious (try to understand why), etc. Good to chart these so that the group can have a visual reference during the session. You can also refer to it if it seems that conversations are going off topic.</li> </ul> <p>✪ <i>As we work with these findings, it's important that we hold in mind places where we can leverage our strengths as well as make improvements. The point of Action Planning isn't to create a list of things we need to do amid competing priorities; rather it is a chance to identify a few places where we can build on what we already have in place...enhancing areas that need attention by focusing on realistic next steps that leverage our strengths and are realistic to accomplish.</i></p>	<p><b>FLIP CHART A</b></p>

Part 2	SET THE STAGE - Notes & Activities	Materials
<p><b>10 Minutes</b></p> <p><b>Set the Stage: About the CROS</b></p> <p>Purpose: Contextualize the findings in the framing and purpose of the CROS.</p> <p>Objective: To provide participants with confidence in the tool and understanding of its intent and limitations.</p>	<p><b>Facilitator</b></p> <p>⊕ <i>Before we begin exploring the findings together, let's review a few things about the CROS itself and the way our responses are summarized. This will help us all get on the same page before we begin working with the information in the report.</i></p> <p>- Review aspects of the tool that are important to keep in mind during discussion of findings, including acknowledging its limitations.</p> <p><b>ABOUT THE CROS</b></p> <ul style="list-style-type: none"> <li>• The full complexity, diversity and influence of culture isn't captured by the tool.</li> <li>• Intended to provide a snapshot in key areas to understand strengths and identify areas that may benefit from attention.</li> <li>• Definition of Cultural Competence is one of many. (May want to read CROS definition aloud)</li> </ul> <p><b>CONTINUUM</b></p> <ul style="list-style-type: none"> <li>• Ends in Sustaining – intended to reflect that this isn't an end-point, rather a point at which practices and policies are in place to support org in being responsive and adaptive as a core competency.</li> <li>• Continuum reflects the response options used in the CROS (i.e., practices policies, proportion of group for whom statement was true.)</li> </ul> <p><b>RESPONDENTS</b></p> <p>No names were associated with survey responses; however, respondents were asked to report their role (staff, board, or volunteers) and how many years associated with organization. (See Summary Report for explanation as to why)</p> <p><b>Full Group Discussion</b></p> <p>What do we want to keep in mind about the makeup of respondents (roles/tenure) of who responded as we review the findings? Also, what else might have been happening at the time of the survey administration that that could have influenced findings? (e.g., We were busier than normal, something really positive happened , we had some challenges.)</p> <p>If group needs prompting consider the following:</p> <ul style="list-style-type: none"> <li>• What is our overall response rate (that is the number of respondents divided by the total number</li> <li>• What perspectives may be underrepresented (for example, low volunteer response rate when volunteers are essential to service delivery.)?</li> </ul>	<p><b>Pages 4-6 of Summary Report</b></p> <p>20</p>

Part 3	SNAPSHOT & PRIORITIES FOR REST OF SESSION - Notes & Activities	Materials
<p><b>20 Minutes</b></p> <p><b>Quick Summary: Review Snapshot &amp; Prioritize</b></p> <p>Purpose: Engage with high-level summary of findings to identify priority dimensions for review.</p> <p>Objective: To use snapshot to understand where questions, confirmations, surprises occur for participants and focus remainder of session</p>	<p><b>Facilitator</b></p> <p>⊕ <i>Rather than go through the full report, we are going to start with a “speed round” to focus in on a few areas where we will engage in deeper review and discussion.</i></p> <p>Orient participants to the snapshot on page 4, explaining that these are the 16 domains the CROS asked participants to assess, each domain is defined in terms of what sustaining looks like and has the organization’s average rating for the domain. Point out color-coding at bottom of snapshot as reference.</p> <p><b>Individual (5-7 minutes)</b></p> <ul style="list-style-type: none"> <li>● Review Snapshot</li> <li>● Note all dimensions where there is a) confirmation</li> <li>● Note top two areas of b) surprise and c) desire to know more/dig deeper (WORKSHEET A)</li> </ul> <p><b>Full Group Discussion (5 -10 minutes depending on group size)</b></p> <ul style="list-style-type: none"> <li>● Complete flip chart to identify priority topics (FLIPCHART C)</li> <li>● Facilitator models completing the flip chart with own responses. To move through this section ask participants to hold all but the briefest comments (e.g., higher/lower than I expected) about their selections until after everyone has reported out.</li> <li>● <b>LARGE GROUP:</b> Ask participants to come up to the chart and fill it in with their selection as they are ready (provide several markers).</li> </ul> <p><b>Facilitator</b></p> <ul style="list-style-type: none"> <li>● Point out the top 3 “Know More” Categories (i.e., the three most frequently mentioned), and suggest to the group that these be the focus of today’s review. This will give 20 minutes per topic, leaving enough time to move into action planning –making use of “what we are learning from the CROS.”</li> <li>● If there seems to be a strong desire to explore more than three topics, suggest staying focused on just a few during this meeting to see the process through to action planning. (If there is a close 4th, you could reduce time per topic to 15 minutes). Then determine how you might explore others at another time.</li> </ul>	<p><b>Page 7 of Summary Report</b></p> <p><b>Worksheet A</b></p> <p><b>Flip Chart B</b></p> <p>21</p>

**60 Minutes****Review Priority Dimensions**

Purpose: Review priority dimensions and engage with reflection questions to support action plan next steps

Objectives: To create a shared understanding of findings in priority dimensions and key considerations for action plan highlighted.

**Facilitator**

★ *The detailed summary begins on page x. Each section includes reflection questions...*

- Orient participants to summary report features. Each topic area includes a set of reflection questions. To reinforce the idea of not focusing on doing more, each set of reflection questions begins with “what can we celebrate,” only after we’ve identified our strengths are we asked to consider ways in which we can leverage these to address areas that might need attention.
- Let group know: We’ll spend 20 minutes (15 mins if doing 4 domains). We’ll first take 5 minutes on our own to look at the detailed findings, then spend 10-15 minutes discussing the reflection questions.

**Full Group Discussion**

(20 minutes per dimension minutes depending on group size, need for clarification or addressing issues that arise) –

- Flip Chart ‘celebrations’ - ‘areas to build on/improve’ –‘what else’
- Discuss other reflection questions

Summary Report with Reflection Questions

FLIP CHART C (x3)

Part 5	ACTION PLANNING - Notes & Activities	Materials
<p><b>30 minutes</b></p> <p><b>(45 if time permits)</b></p> <p><b>Action Planning</b></p> <p>Purpose: Identify 2-3 next steps for each priority dimension with responsible party named.</p> <p>Outcome: Action planning initiated.</p>	<p><b>Facilitator</b></p> <p>📌 <i>The action plan...</i></p> <p>Orient participants to Action Plan, noting that it only has a few rows to encourage focused and feasible next steps, including thinking ahead to the resources needed and potential barriers/challenges.</p> <p><b>Pairs /Small/Full Group 20 minutes</b> (could allow more if time available)</p> <ul style="list-style-type: none"> <li>Organize into small groups (count off, by proximity, or by CROS domain of interest) – if group if 5 or fewer, can do as a whole group.</li> <li>If working with more than 3 groups: Ask each group to take 3-5 mins to define the goal their action plan will work toward. That is, “what will be changed and/or what policy do you plan to adopt”</li> <li>Report out the goal areas being worked on. If there is overlap, combine groups.</li> <li>Instruct participants to draw on our discussion to develop next steps in one of the priority dimensions.</li> <li>Identify staff member who will record action plan.</li> </ul> <p><i>Note: If there was a robust discussion in a particular area you may want to have the more than one group engage in planning in this area.</i></p> <p><b>Full Group (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Highlights of next steps (if done in small groups/pairs) or debrief of action planning process (if full group)</li> </ul>	<p>Action Planning worksheet</p> <p>23</p>

**15 Minutes****Closing**

Purpose: To close session and facilitate reflection

Outcome: Appreciation that will support efforts to move forward

**Facilitator**

- Appreciation for group's thoughtful and complete participation.
- Reflection question: Thinking about today...
  - What was hard?
  - What was an A-Ha that you had?
  - What from our action planning has you excited?

**ED Or CROS Lead**

- Offer own reflections and appreciation for participation



# Worksheets & Flip Charts

## CCOS SNAPSHOT REVIEW

**Use this worksheet to record your reactions to the CROS Snapshot.**

For each domain indicate if the overall rating: a) confirmed your perception, b) was surprising and/or c) is an area you want to know more about. So that we can focus our time together today, when it is sharing your responses, please select the two domains that you found 'most surprising' and the two that you 'most want to know more' about.

<b>A. Your Reaction to CROS Snapshot.</b>	<b>CONFIRMED</b>	<b>SURPRISED</b>	<b>WANT TO KNOW MORE</b>
<b>Organizational Culture &amp; Commitment</b>			
POLICIES & PROCEDURES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTEREST & SUPPORT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNITY REPRESENTATIVENESS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Leadership Commitment</b>			
LEADERSHIP ACTIVE COMMITMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEADERSHIP OPPORTUNITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Personnel Practices</b>			
STAFF PRACTICES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MANAGEMENT PRACTICES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROFESSIONAL DEVELOPMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Critical Analysis</b>			
CRITICAL ANALYSIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Outcomes / Impact</b>			
CLIENT OUTCOMES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAFF OUTCOMES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community Engagement</b>			
ENGAGEMENT OF COMMUNITY RESOURCCES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENGAGEMENT OF SYSTEMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community Partner Capacity Building</b>			
COMMUNITY PARTNER CAPACITY BUILDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stakeholder Involvement</b>			
STAKEHOLDER INVOLVEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evaluation / Ongoing Learning</b>			
EVALUATION / ONGOING LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Directions**

- Using this form as a template, develop a work plan for priority dimensions identified through the CCOS review process. Modify the form as needed to fit your unique context.
- Distribute copies of each work plan to those with a role in the success of the work
- Keep copies handy to bring to meetings to review and update regularly. As you move forward your focus may shift. For example, you might first plan for something related to enhanced “Community Engagement” and in the planning recognize there is first work you want to do related to “Critical Analysis.”
- You may continue to use this frame for revised or new phases of your efforts. Shifts are likely to occur. This document is intended to encourage a starting place and guide your thinking as you go, not hold you to a path that doesn’t serve your goals.

**CROS Section you are focusing on:**

**Goal** (what will be changed and/or what policy do you plan to adopt through these actions):

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>By Whom</b> <i>Who Will Do It?</i>	<b>Timeline</b> <i>By When?</i> <i>(Month/Year)</i>	<b>Resources</b> <i>(financial, human, political &amp; other)</i> A. <i>What resources are <b>available</b> to support you in this work</i> B. <i>Resources <b>needed</b></i>	<b>Potential Barriers</b> A. <i>What might get in your way?</i> B. <i>How could you address this barrier?</i>	<b>When Will You Reflect</b> <i>How will you know that you are making progress? What are your benchmarks? When will you review these?</i>
			A.  B.	A.  B.	
			A.  B.	A.  B.	
			A.  B.	A.  B.	

**Communications Plan:** *What information needs to be shared and with whom to support action and resources?*

**Evaluation Process:** *What information do you need collect to demonstrate your progress towards your goal? How will you collect, analyze and use this information?*

## *WELCOME!*

*Our objectives for today:*

- Review and develop shared understanding of CCOS findings.
- Identify strengths and opportunities for improvement
- Initiate action planning

		Confirm	Surprise	Know More
<b>Org</b> (p 9)	Policy & procedure			
	Interest & support			
	Cmnty rep			
<b>Ldrshp</b> (p 12)	Commitment			
	Oppt'y			
<b>Practices</b> (p 14)	Staff			
	Mgmt			
	Prof Dev			
<b>CA</b> (p 16)	Critical Analysis			
<b>Outcomes</b> (p 18)	Client			
	Staff			
<b>Engage</b> (p 20)	Cmnty Resources			
	Systems			
<b>CCB</b> (p 22)	Cmnty Cap Bldg			
<b>SI</b> (p 24)	Stakeholder Involve			
<b>Eval</b> (p 26)	Eval/Lrng			

Celebrate?

Improve / Build On?

Keep in mind?

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# MORE ABOUT THE CROS

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# ABOUT

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## The CROS and Its Purpose

**CROS is not intended to fully capture or account for the full complexity, diversity, and influence of culture.**

We believe the findings will:

- Deepen insights into culturally competent practice woven throughout your organization
- Provide a snapshot of your organization's place on a developmental continuum of cultural responsiveness
- Help organizations understand strengths and identify areas that may benefit from attention and improvement.



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# ABOUT

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## WORKING DEFINITION

# Cultural Responsiveness



More than just "expressing sensitivity or concern" for individuals from all cultures (cultural sensitivity).



A culturally responsive organization is designed to effectively meet the needs of individuals from diverse cultural backgrounds and experiences.



Involves understanding not only the societal oppressions, but also respecting the inherent strengths and assets.



This understanding is reflected in program services, personnel, staffing, philosophies and policies.

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# ABOUT

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## Additionally,

We recognize:



Using words like "cultural diversity" touch upon racism, sexism and classism and that "culture" is not neutral.



Different cultural groups are ascribed differential status and power.

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# ABOUT

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## Our Assumptions

1

Achieving "cultural responsiveness" is a developmental process at both the individual and organizational levels;

2

With appropriate support, individuals and organizations can enhance their cultural awareness, knowledge and skills over time, and

3

There is a wealth of cultural strengths that exist within organizations and/or networks of professionals; the capacity building work is to lift up, increase and strengthen those practices.

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# Rating Continuum

	CONTINUUM OF CULTURAL RESPONSIVENESS DEVELOPMENT				
	NOT IN PLACE YET (1.0-1.9)	EMERGING (2.0-2.9)	GAINING TRACTION (3.0-3.9)	WELL-ESTABLISHED (4.0-4.5)	SUSTAINING (4.6-5.0)
POLICY	Policy does not exist	Policy is written but followed infrequently	Policy is generally followed but is not written	Policy is written and generally followed	Policy is written and followed with little exception
PRACTICE	Practice is not in place	Practice happens MUCH LESS OFTEN than there is opportunity to do so	Practice happens LESS OFTEN than there is opportunity to do so	Practice happens MOST OF THE TIME there is opportunity to do so	Practice happens EVERYTIME or ALMOST EVERYTIME there is opportunity to do so
ATTRIBUTE, EXPERIENCE, OR OUTCOME	Attribute, Experience, or Outcome is TRUE FOR NONE of the target population	Attribute, Experience, or Outcome is TRUE FOR LESS THAN HALF of the target population	Attribute, Experience, or Outcome is TRUE FOR ABOUT ONE HALF of the target population	Attribute, Experience, or Outcome is TRUE FOR MORE THAN HALF of the target population	Attribute, Experience, or Outcome is TRUE FOR ALL OR ALMOST ALL of the target population

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# Domains Assessed

<b>ORGANIZATION CULTURE &amp; COMMITMENT</b>	<p><b>POLICIES &amp; PROCEDURES</b> Written policies exist and associated practices are implemented that support building and developing a linguistically and culturally responsive staff, ensure processes for soliciting, reviewing, and acting upon client feedback, prevent discrimination and harassment, and affirm clients cultural backgrounds.</p> <p><b>INTEREST &amp; SUPPORT</b> There is interest in and support of cultural diversity across the organization.</p> <p><b>COMMUNITY REPRESENTATIVENESS</b> Acknowledging that culture is not static and people belong to multiple cultural groups, race, ethnicity, gender, sexuality, age, nationality, religion, and other socially-defined characteristics of your client / partners represented within your organization.</p>
<b>LEADERSHIP COMMITMENT<sup>1</sup></b>	<p><b>LEADERSHIP ACTIVE COMMITMENT</b> Organizational leaders have a clear vision of what Cultural Responsiveness means, hold it as a priority and actively demonstrate support for creating a culturally responsive environment.</p> <p><b>LEADERSHIP OPPORTUNITY</b> Persons of diverse backgrounds are encouraged and supported to pursue leadership opportunities.</p>

<sup>1</sup> As defined in the CROS: Organizational leaders can include non-positional leaders. In the questions respondents were asked to consider those who have influence in the areas asked about recognizing that these leaders may or may not be in management roles.

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# Domains Assessed, continued

<b>PERSONNEL PRACTICES<sup>2</sup></b>	<p><b>STAFF PRACTICES</b> Staff practices reflect capacities associated with cultural and linguistic responsiveness.</p> <p><b>MANAGEMENT PRACTICES</b> Management practices reflect capacities associated with cultural and linguistic responsiveness.</p> <p><b>PROFESSIONAL DEVELOPMENT</b> Staff and Volunteers at all levels are offered training and professional development in cultural responsiveness.</p>
<b>CRITICAL ANALYSIS</b>	<p><b>CRITICAL ANALYSIS</b> Words like "cultural diversity" touch upon racism, sexism and classism, etc. Critical analysis recognizes that cultural/culture is not neutral and that different cultural groups are ascribed differential status and power. With this in mind an organization engages in critical analysis to better understand those things that contribute to the existence, impact, and effective prevention and treatment of domestic / intimate partner violence.</p>
<b>OUTCOMES / IMPACT</b>	<p><b>CLIENT OUTCOMES</b> Client experiences with the organization reflect its cultural and linguistic responsiveness.</p> <p><b>STAFF OUTCOMES</b> Staff experiences with the organization reflect its cultural and linguistic responsiveness.</p>

<sup>2</sup> As defined in the CROS: the term Management reflects those in your organization with budget responsibility and/or staff supervision roles (if a part of your structure) in the day-to-day operations of the organization.

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# Domains Assessed, continued

<b>COMMUNITY ENGAGEMENT</b>	<p>ENGAGEMENT OF COMMUNITY RESOURCES Organization engages individuals/groups/communities as often as there is opportunity to do so, enhancing outreach, understanding, and access to resources to best meet the needs of clients/partners.</p> <p>ENGAGEMENT OF SYSTEMS Organization engages systems as often as there is opportunity to do so, enhancing outreach, understanding, and access to resources to best meet the needs of clients/partners.</p>
<b>COMMUNITY PARTNER CAPACITY BUILDING</b>	<p>COMMUNITY PARTNER CAPACITY BUILDING Organization actively engages with other organizations serving to strengthen collective capacity to effectively serve clients/partners.</p>
<b>STAKEHOLDER INVOLVEMENT</b>	<p>STAKEHOLDER INVOLVEMENT Organization actively and systematically engages stakeholders so that critical processes include diverse perspectives and experiences</p>
<b>EVALUATION / ONGOING LEARNING</b>	<p>EVALUATION Organization actively and systematically engages in evaluation to understand impact and improve practices.</p>

*Cultural Responsiveness needs to be something we consciously and constantly consider every day in our work and requires us to be intentional about our commitment to understanding what it means to be a culturally responsive organization, and to becoming one.*

- CROS user