

SCENARIO

A State Lifespan Respite Grant Program convened an initial meeting to discuss the feasibility of conducting an organizational self-assessment after participating in a national webinar convened by ARCH National Respite Network and Resource Center using the new [Cultural and Linguistic Competence Assessment for Respite Organizations](#) (CLCARO). The virtual meeting included broad-based representation from the State Respite Coalition and several community-based groups that registered and were not well known to Lifespan and Coalition staff. The meeting planners were unprepared for the tension that emerged among participants which revealed belief systems about cultural and linguistic competence and equity. Participants stated that:

- Because of smaller populations, both historically through present day, their communities do not receive equitable attention and resources compared to other racial and ethnic groups in the state.
- Persons with disabilities and older adults are underserved and no differences should be made based on race, ethnicity, income, or geographic locale because that is the opposite of equity and everyone should benefit equally.
- Identifying the needs of additional groups places a burden on the limited resources available to administer the respite program in the state.

Instructions for small group dialogue and peer exchange

Based on the workshop presentation and your review of the CLCARO and guide engage in dialogue and respond to the following questions. Select a scribe and a reporter to share with the large group.

1. What would you do to gain buy-in to conduct a cultural and linguistic competence organizational self-assessment process from all constituency groups?
2. How would you approach the following two phases to conduct self-assessment as described in the CLCARO.
 - Establish a structure to guide the work
 - Create a shared vision and shared ownership



Source: Georgetown University National Center for Cultural Competence