

Living Alternatives for the Developmentally Disabled, Inc.
LADD, Inc.

We Value P.E.O.P.L.E.

2017 Cultural Competency & Diversity Report

Including 2018 Cultural Competency & Diversity Plan



Executive Summary

According to the U. S. Department of Health and Human Services (HHS), cultural competence “refers to the ability to honor and respect the beliefs, languages, interpersonal styles, and behaviors of individuals and families receiving services, as well as staff members who are providing such services. Cultural competence is a dynamic, ongoing developmental process that requires a long-term commitment and is achieved over time” (HHS 2003a). Cultural competence has also been called “a set of behaviors, attitudes, and policies that enable a system, agency, or group of professionals to work effectively in cross-cultural situations”. L.A.D.D., Inc. is committed to establishing multicultural principles and practices throughout the organizational systems as we work towards the critical goal of developing a culturally competent support system. Our awareness of culture competence is exhibited in our attitudes, structure, policies and supports as evidenced by our Mission, Vision, Values, and corporate culture. L.A.D.D., Inc. considers areas such as, spiritual beliefs, customs, age, gender, sexual orientation, socioeconomic status, dietary regulations or preferences, clothing, attitudes, language and how and when to use interpreters so that all personnel promote inclusion, tolerance and respect for diversity in all forms. Cultural competence demands an ongoing commitment to openness and learning, taking time and taking risks, sitting with uncertainty and discomfort, and not having quick solutions or easy answers. It involves building trust, mentoring, and developing and nurturing a frame of reference that considers alliances across culture as enriching rather than threatening shared goals.

Why Is Cultural Competence Important?

Cultural competence promotes relationships based upon understanding and knowledge of how one's own cultural beliefs and values influence the organization of information, perceptions, feelings, experiences, and coping strategies. It involves being able to identify, learn from, and incorporate these into the helping process. When cultural competence is an integral part of personal competence, there is the maximum opportunity to increase the amount and quality of information and the speed with which that information can be shared and processed and to form healthy alliances.

Providing culturally responsive supports is expected to provide a greater sense of safety, supporting the belief that culture is essential to healing, treatment and engagement in recovery services. Culturally responsive services offer everyone a chance to explore the impact of culture including generational events, acculturation i.e.; modification of a person or group of people by adapting to or borrowing traits from another culture, discrimination and bias, and such services also allow them to examine how these impacts relate to or affect their mental and physical health. Culturally responsive services prepare people not only to embrace their own cultural groups and life experiences, but to acknowledge and respect the experiences, perspectives, and diversity of others.

What Is Culture?

Culture is defined by a community or society. It structures the way people view the world. It involves the particular set of beliefs, norms, and values concerning the nature of relationships, the way people live their lives, and the way people organize their environments. Culture is a complex and rich concept. Understanding it requires a willingness to examine and grasp its many elements and to comprehend how they come together. The following list provides examples of common elements that distinguish one culture from another. Not every cultural group will define or endorse every item on this list, but most cultural groups will uphold the most common characteristics, which include:

- A common heritage and history that is passed from one generation to the next.

- Shared values, beliefs, customs, behaviors, traditions, institutions, arts, folklore, and lifestyle.
- Similar relationship and socialization patterns.
- A common pattern or style of communication or language.
- Geographic location of residence (e.g., country; community; urban, suburban, or rural location).
- Patterns of dress and diet.
- Broad role of sex and sexuality.
- Images, symbols, and myths.
- Religion and spirituality.
- View, use, and sources of power and authority.
- Ceremonies, celebrations, and traditions.
- Learning style, gaining knowledge and skills.
- Patterns of interpersonal interaction
- Assumptions, prejudices, stereotypes, and expectations of others.
- Reward or status systems (meaning of success, role models, or heroes).
- Concepts of sanction and punishment.
- Social groupings (support networks, external relationships, and organizational structures).
- Perspectives on the role and status of children and families.
- Patterns and perspectives on gender roles and relationships.
- Means of establishing trust, credibility, and legitimacy.
- Coping behaviors and strategies for mediating conflict or solving problems.
- Sources for acquiring and validating information, attitudes, and beliefs.
- View of the past and future, and the group's or individual's sense of place in society and the world.

However, culture is not a definable entity to which people belong or do not belong. Within a nation, race, or community, people belong to multiple cultural groups, each with its own set of cultural norms (i.e., spoken or unspoken rules or standards that indicate whether a certain behavior, attitude, or belief is appropriate or inappropriate). The word “culture” can be applied to describe the ways of life of groups formed on the bases of age, profession, socioeconomic status, disability, sexual orientation, geographic location, membership in self-help support groups, and so forth.

Race and Ethnicity

The traditional definition of race and ethnicity is related to biological and sociological factors respectively. **Race** refers to a person's physical characteristics, such as bone structure and skin, hair, or eye color. **Ethnicity**, however, refers to cultural factors, including nationality, regional culture, ancestry, and language. An example of race is brown, white, or black skin (all from various parts of the world), while an example of ethnicity is German or Spanish ancestry (regardless of race) or Han Chinese. Your race is

determined by how you look while your ethnicity is determined based on the social and cultural groups you belong to. You can have more than one ethnicities but you are said to have one race, even if it's "mixed race".

	Ethnicity	Race
Definition	An ethnic group or ethnicity is a population group whose members identify with each other on the basis of common nationality or shared cultural traditions.	The term race refers to the concept of dividing people into populations or groups on the basis of various sets of physical characteristics (which usually result from genetic ancestry).
Significance	Ethnicity connotes shared cultural traits and a shared group history. Some ethnic groups also share linguistic or religious traits, while others share a common group history but not a common language or religion.	Race presumes shared biological or genetic traits, whether actual or asserted. In the early 19th century, racial differences were ascribed significance in areas of intelligence, health, and personality. There is no evidence validating these ideas.
Genealogy	Ethnicity is defined in terms of shared genealogy, whether actual or presumed. Typically, if people believe they descend from a particular group, and they want to be associated with that group, then they are in fact members of that group.	Racial categories result from a shared genealogy due to geographical isolation. In the modern world this isolation has been broken down and racial groups have mixed.
Distinguishing Factors	Ethnic groups distinguish themselves differently from one time period to another. They typically seek to define themselves but also are defined by the <u>stereotypes</u> of dominant groups.	Races are assumed to be distinguished by skin color, facial type, etc. However, the scientific basis of racial distinctions is very weak. Scientific studies show that racial genetic differences are weak except in skin color.

White Americans constitute the largest racial group in the United States. In the 2010 Census, 72 percent of the United States population consisted of non-Hispanic Whites, a classification that has been used by the Census Bureau and others to refer to non-Hispanic people of European, North African, or Middle Eastern descent. The U.S. Census Bureau predicts, however, that White Americans will be outnumbered by persons of color sometime between the years 2030 and 2050. The primary reasons for the decreasing proportion of White Americans are immigration patterns and lower birth rates among Whites relative to Americans of other racial backgrounds. Whites are often referred to collectively as Caucasians, although technically, the term refers to a subgroup of White people from the Caucasus region of Eastern Europe and West Asia. To complicate matters, some Caucasian people—notably some Asian Indians—are typically counted as Asian. Many subgroups of White Americans (of European, Middle Eastern, or North African descent) have had very different experiences when immigrating to the United States.

African Americans, or Blacks, are the second largest racial group in the United States, making up about 13 percent of the United States population in 2010. The terms African American and Black are used synonymously at times in literature and research, but some recent immigrants do not consider themselves to be African Americans, assuming that the designation only applies to people of African descent born in the United States. The racial designation Black, however, encompasses a multitude of cultural and ethnic variations and identities (e.g., African Caribbean, African Bermudian, West African, etc.). The history and experience of African Americans has varied considerably in different parts of the United States, and the experience of Black people in this country varies even more when the culture and history of more recent immigrants is considered. Today, African American culture embodies elements of Caribbean, Latin American, European, and African cultural groups. Noting this diversity, it is observed that these cultures are so unique that practices of some African Americans may not be understood by other African Americans and there is no one culture to which all African Americans belong.

The racial category of Asian is defined by the U.S. Census Bureau as people “having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam”. In the 2010 census, Asian Americans accounted for 4.8 percent of the total United States population, or 5.6 percent when biracial or multiracial Asians were included. For those who identified with only one Asian group, 23 percent of Asian Americans were Chinese; 19 percent, Asian Indian; 17 percent, Filipino; 11 percent, Vietnamese; 10 percent, Korean; and 5 percent, Japanese. Asian Americans comprised about 43 ethnic subgroups, speaking more than 100 languages and dialects. The tremendous cultural differences among these groups make generalizations difficult.

Native American is a term that describes both American Indians and Alaska Natives. Racially, Native Americans are related to Asian peoples (notably, those from Siberia in Russia), but they are considered a distinct racial category by the U.S. Census Bureau, which further stipulates that people categorized in this fashion have to have a “Tribal affiliation or community attachment”. According to the U.S. department of the Interior, Indian Affairs, there are 566 federally recognized American Indian or Alaska Native Tribal entities, but there are numerous other Tribes recognized only by States and still others that go unrecognized by any government agency. These Tribes, despite sharing a racial background, represent a widely diverse group of cultures with diverse languages, religions, histories, beliefs, and practices.

What Is Cultural Identity?

Cultural identity describes an individual's affiliation or identification with a particular group or groups. Cultural identity arises through the interaction of individuals and other cultures over the life cycle. Cultural identities are not static; they develop and change across stages of the life cycle. People reevaluate their cultural identities and sometimes resist, rebel, or reformulate them over time. All people, regardless of race or ethnicity, develop a cultural identity. Cultural identity is not consistent even among people who identify with the same culture. Two Korean immigrants could both identify strongly with Korean culture but embrace or reject different elements of that culture based on their particular life experiences (e.g., being raised in an urban or rural community, belonging to a lower- or upper-class family). Cultural groups may also place different levels of importance on various aspects of cultural identities. In addition, individuals can hold two or more cultural identities simultaneously.

Language, Communication and Location

Language is a key element of culture, but speaking the same language does not necessarily mean that people share the same cultural beliefs. For example, English is spoken in Australia, Canada, Jamaica, India, Belize, and Nigeria, among other countries. Even within the United States, people from different regions can have diverse cultural identities even though they speak the same language. Conversely, those who share an ethnicity do not automatically share a language. Families who immigrated to this country several generations earlier may identify with their culture of origin but no longer be able to speak its language. English is the most common language in the United States with 20.8% of the total population report speaking a language other than English at home. In Michigan 9.1% of the total population report speaking a language other than English in the home, but also report that only 3.7% of the total population speak no English at all (<https://www.census.gov/prod/2013pubs/acs-22.pdf>).

Styles of communication and nonverbal methods of communication are also important aspects of cultural groups. Issues such as the use of direct versus indirect communication, appropriate personal space, social parameters for and displays of physical contact, use of silence, preferred ways of moving, meaning of gestures, degree to which arguments and verbal confrontations are acceptable, degree of formality expected in communication, and amount of eye contact expected are all culturally defined and reflect very basic ethnic and cultural differences. If LADD as a support provider only listened to the literal meaning of words, we could miss the actual information we are being given. What is left unsaid, or the way in which something is said, can be more important than the words used to convey the message.

Geographical factors can also have a significant effect on a person's culture. For example, people who live in a rural area even if they come from different ethnicities can have a great deal in common, whereas people from the same ethnicity who were raised in different geographic locations can have very different experiences, attitudes and beliefs.

Gender Roles

Gender roles are largely cultural constructs; diverse cultural groups have different understandings of the proper roles, attitudes, and behaviors for men and women. Even within modern American society, there are variations in how cultural groups respond to gender norms. The terms for and definitions of gender roles can also vary.

Socioeconomic Status and Education

Sociologists often discuss social class as an important aspect in defining an individual's cultural background, and Socioeconomic status (SES) is used as a category similar to class with the difference being that socioeconomic status is a more flexible and less hierarchically defined concept. SES in the United States is related to many factors, including occupational prestige and education, yet it is primarily associated with income level. Thus, SES affects culture in several ways, namely through a person's ability to accumulate material wealth, access opportunities, and use resources.

Heritage and History

A culture's history and heritage explain the culture's development through the actions of members of that culture and also through the actions of others toward the specific culture. As a support provider LADD is knowledgeable about the many positive aspects of each culture's history and heritage and resourceful in learning how to integrate these into clinical practice.

Nearly all immigrant groups have experienced some degree of trauma in leaving behind family members, friends, and/or familiar places. Their eagerness to assimilate or remain separate depends greatly on the circumstances of their immigration. Additionally, some immigrants are refugees from war, famine, natural disasters, and/or persecution. The depths of suffering that some people have endured can result in multiple or confusing support needs. For example, a traumatized Congolese woman could speak of hearing voices, and it could be unclear whether these voices suggest an issue requiring spiritual healing within a cultural framework, a traumatic stress reaction, or a mental disorder involving the onset of auditory hallucinations. Those who have watched close family members die violently can have "survivor guilt" as well as agonizing memories. It is important that we show CARE and compassion in our interactions with all people.

Sexuality

Attitudes toward sexuality in general and toward sexual identity or orientation are culturally defined. Each culture determines how to conceptualize specific sexual behaviors, the degree to which they accept same-sex relationships, and the types of sexual behaviors considered acceptable or not. In any cultural group, diverse views and attitudes about appropriate gender norms and behavior can exist. Other factors that can vary across cultural groups include the appropriate age for sexual activity, the rituals and actions surrounding sexual activity, the use of birth control, the level of secrecy or openness related to sexual acts, attitudes toward sexual dysfunction, and the level of sexual freedom in choosing partners.

Perspectives on Health, Illness, and Healing

Beliefs, attitudes, and behaviors related to health, illness, and healing vary across racial, ethnic, and cultural groups. Many cultural groups hold views that differ significantly from those of local medical practice and thus can affect treatment. In general, cultural groups differ in how they define and determine health and illness; who is able to diagnosis and treat an illness; their beliefs about the causes of illness; and their remedies, treatments, and healing practices for illness. In mainstream American society, healthcare professionals are viewed as the only ones who have real expertise about health and illness. However, other societies have different views. LADD will assist in advocating for the care and treatment desired.

Religion and Spirituality

Religious traditions or spiritual beliefs are often very important factors for defining an individual's cultural background. Christians, Muslims, Jews, and Buddhists (among others) can be members of any racial or ethnic group; in the same vein, people of the same ethnicity who belong to different religions sometimes have less in common than people of the same religion but different ethnicities. In some cases, religious affiliation is an especially important factor in defining a person's culture.

Christianity

Christianity, in its various forms, remains the predominant religion in the United States today. 76 percent of the population in 2008 identified as Christian, with the largest denomination being Catholics (25.1 percent), followed by Baptists (15.8 percent). Christianity encompasses a variety of denominations with different beliefs and attitudes toward behavioral health treatment, and many churches serve as sites for self-help groups or for Christian recovery programs.

Judaism

Judaism is the second most common religion in the United States 1.2 percent of the population as of 2008. Most Jews believe that they share a common ancient background. However, the population has dispersed over time and now exists in various geographic regions.

Islam

In 2008, roughly 1.3 million people identified as Muslims in the United States, making it the third most common religion. Many Americans assume that Middle Eastern people are Muslim, but the majority of Arab Americans/Middle Eastern Americans are Christian; Muslims can come from any ethnic background. Islam is the most ethnically diverse religion in America, with a membership that is 15 percent White, 27 percent Black, 34 percent Asian, and 10 percent Latino.

Buddhism

About 1.2 million Buddhists live in the United States. The majority of Buddhists are Asian Americans (61 percent), but a significant number of White Americans have embraced the religion (they make up 32 percent of Buddhists in the United States), as have African Americans (4 percent) and Latinos (2 percent). In China and Japan, Buddhism is often combined with other religious traditions, such as Taoism or Shintoism, and some immigrants from those countries combine the beliefs and practices of those religions with Buddhism. Buddhists believe that the choices made in each life create karma that influences the next life and can affect behavior.

Population Assessment

An important element in developing and maintaining culturally aware services is to understand the demographic composition of both the population of the individuals the organization serves, but also the demographic composition of the population in the catchment area(s) of the organization.

Table

To Review all Census data reported, click link below.		LADD SUPPORT LOCATIONS- Michigan					
<input type="text" value="All Topics"/>		Calhoun County, Michigan	Macomb township, Macomb County, Michigan	Oakland County, Michigan	Van Buren County, Michigan	Berrien County, Michigan	Cass County, Michigan
http://www.census.gov/quickfacts/table/LFE046215/26025,2609950480,26125,26159,26021,26027							
In civilian labor force, female, percent of population age 16 years+, 2012-2016		56.5%	64.4%	60.5%	54.8%	55.0%	53.0%
PEOPLE							
Population							
Population estimates, July 1, 2017, (V2017)		NA	NA	NA	NA	NA	NA
Population estimates, July 1, 2016, (V2016)		134,386	87,844	1,243,970	75,223	154,010	51,599

Population estimates base, April 1, 2010, (V2017)	NA	NA	NA	NA	NA	NA
Population estimates base, April 1, 2010, (V2016)	136,148	79,580	1,202,362	76,265	156,817	52,286
Population, percent change - April 1, 2010 (estimates base) to July 1, 2017, (V2017)	NA	NA	NA	NA	NA	NA
Population, percent change - April 1, 2010 (estimates base) to July 1, 2016, (V2016)	-1.3%	10.4%	3.5%	-1.4%	-1.8%	-1.3%
Population, Census, April 1, 2010	136,146	79,580	1,202,362	76,258	156,813	52,293
Age and Sex						
Persons under 5 years, percent, July 1, 2016, (V2016)	6.2%	X	5.5%	6.2%	5.9%	5.0%
Persons under 5 years, percent, April 1, 2010	6.4%	6.6%	5.7%	6.4%	6.1%	5.8%
Persons under 18 years, percent, July 1, 2016, (V2016)	23.2%	X	21.5%	23.8%	22.2%	20.8%
Persons under 18 years, percent, April 1, 2010	24.2%	29.1%	23.5%	25.5%	23.4%	23.4%
Persons 65 years and over, percent, July 1, 2016, (V2016)	17.1%	X	15.9%	17.0%	18.6%	20.3%
Persons 65 years and over, percent, April 1, 2010	14.8%	9.3%	13.2%	13.8%	16.3%	16.0%
Female persons, percent, July 1, 2016, (V2016)	51.1%	X	51.2%	50.2%	50.9%	50.0%
Female persons, percent, April 1, 2010	51.1%	50.5%	51.5%	50.4%	51.3%	50.1%
Race and Hispanic Origin						
White alone, percent, July 1, 2016, (V2016)(a)	82.1%	X	76.0%	91.7%	79.8%	89.5%
Black or African American alone, percent, July 1, 2016, (V2016)(a)	11.2%	X	14.3%	3.9%	15.1%	5.4%
American Indian and Alaska Native alone, percent, July 1, 2016, (V2016)(a)	0.8%	X	0.3%	1.2%	0.6%	1.3%
Asian alone, percent, July 1, 2016, (V2016)(a)	2.6%	X	7.2%	0.6%	2.0%	0.8%
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2016, (V2016)(a)	0.1%	X	Z	Z	0.1%	Z
Two or More Races, percent, July 1, 2016, (V2016)	3.3%	X	2.2%	2.5%	2.4%	3.0%
Hispanic or Latino, percent, July 1, 2016, (V2016)(b)	5.0%	X	3.9%	11.5%	5.3%	3.7%
White alone, not Hispanic or Latino, percent, July 1, 2016, (V2016)	78.0%	X	72.6%	81.4%	75.3%	86.4%
Population Characteristics						
Veterans, 2012-2016	11,020	3,946	60,543	5,185	10,788	4,435

Foreign born persons, percent, 2012-2016	3.6%	10.2%	12.2%	4.8%	6.1%	1.4%
Housing						
Housing units, July 1, 2016, (V2016)	60,541	X	536,801	36,718	76,856	25,964
Housing units, April 1, 2010	61,042	27,585	527,255	36,785	76,922	25,887
Owner-occupied housing unit rate, 2012-2016	69.6%	92.8%	70.3%	77.5%	69.9%	81.1%
Median value of owner-occupied housing units, 2012-2016	\$99,400	\$228,700	\$191,500	\$121,400	\$137,000	\$128,200
Median selected monthly owner costs -with a mortgage, 2012-2016	\$1,082	\$1,705	\$1,593	\$1,153	\$1,136	\$1,106
Median selected monthly owner costs -without a mortgage, 2012-2016	\$429	\$567	\$600	\$417	\$420	\$418
Median gross rent, 2012-2016	\$697	\$1,268	\$968	\$666	\$689	\$702
Building permits, 2016	44	X	3,196	104	312	114
Families & Living Arrangements						
Households, 2012-2016	53,089	28,610	496,727	28,623	62,282	20,246
Persons per household, 2012-2016	2.46	2.98	2.46	2.58	2.41	2.54
Living in same house 1 year ago, percent of persons age 1 year+, 2012-2016	83.5%	94.7%	86.2%	88.9%	85.4%	88.3%
Language other than English spoken at home, percent of persons age 5 years+, 2012-2016	5.6%	14.2%	14.5%	8.7%	7.9%	3.1%
Education						
High school graduate or higher, percent of persons age 25 years+, 2012-2016	90.6%	93.5%	93.5%	86.5%	89.1%	87.8%
Bachelor's degree or higher, percent of persons age 25 years+, 2012-2016	20.8%	33.9%	45.0%	20.3%	26.8%	17.4%
Health						
With a disability, under age 65 years, percent, 2012-2016	11.6%	5.6%	7.9%	11.4%	10.1%	12.4%
Persons without health insurance, under age 65 years, percent	7.4%	4.1%	6.4%	9.1%	8.8%	8.1%
Economy						
In civilian labor force, total, percent of population age 16 years+, 2012-2016	59.1%	69.8%	66.3%	59.3%	60.6%	59.1%
In civilian labor force, female, percent of population age 16 years+, 2012-2016	56.5%	64.4%	60.5%	54.8%	55.0%	53.0%
Total accommodation and food services sales, 2012 (\$1,000)(c)	471,217	58,943	2,567,342	97,168	241,737	30,916
Total health care and social assistance receipts/revenue, 2012 (\$1,000)(c)	966,389	89,221	10,835,571	195,497	816,464	66,262

Total manufacturers shipments, 2012 (\$1,000)(c)	5,445,110	425,157	18,446,300	1,224,112	1,962,792	721,748
Total merchant wholesaler sales, 2012 (\$1,000)(c)	D	41,506	25,910,538	D	D	316,205
Total retail sales, 2012 (\$1,000)(c)	1,702,331	591,212	20,886,174	634,610	1,681,104	256,877
Total retail sales per capita, 2012(c)	\$12,601	\$7,226	\$17,111	\$8,411	\$10,772	\$4,917
Transportation						
Mean travel time to work (minutes), workers age 16 years+, 2012-2016	20.3	31.8	26.5	24.5	19.5	25.4
Income & Poverty						
Median household income (in 2016 dollars), 2012-2016	\$44,681	\$89,954	\$69,850	\$47,141	\$45,980	\$47,991
Per capita income in past 12 months (in 2016 dollars), 2012-2016	\$23,812	\$34,635	\$38,992	\$23,943	\$26,309	\$25,955
Persons in poverty, percent	□ 16.8%	□ 4.4%	□□ 8.7%	□ 16.5%	□ 16.7%	□□ 12.9%

2017 Racial Statistics

Race	Total	Female	Male
White	303	141	162
Black	67	25	42
Native American	2	1	1
Hispanic or Latino	3	2	1
Multi Race	17	6	11
Other	3	2	1
Hawaiian or Pacific Islander	1	1	0
German	1	0	1

2017 Demographic Information

	Company Total	Cass County	Berrien County	Van Buren County	Calhoun County	Oakland County
Number of People Receiving Service 2017	398	107	210	24	7	50
Intellectual Disability (DD)	295	77	150	16	6	46
Mental Illness (MI)	27	11	12	3	1	0
DD/MI	76	19	48	5	0	4
Autistic	63	23	36	4	0	0

Cultural Competence at the Organization Level

Organizational cultural responsiveness is a dynamic, ongoing process; it is not something that is achieved once and is then complete. Organizational structures and components change. The demographics and needs of communities' change. Employees and their job descriptions change. Consequently, the commitment to increase cultural competence must also involve a commitment to maintain it through periodic reassessments and adjustments. A culturally competent organization does the following:

LADD has a defined set of values and principles, along with demonstrated behaviors, attitudes, policies, and structures that enable effective work across cultures.

LADD values diversity conducts self-assessments, manages the dynamics of difference, acquire and train cultural knowledge, and adapt to diversity and the cultural contexts of the communities it serves.

LADD has incorporated the above in all aspects of policymaking, administration, and service delivery.

Below are the Goals for 2018-

Goal 1: Ensure that staffing supports are provided in a culturally competent manner to all people, including those with limited English proficiency, through the evaluation of compliance grievance/complaints, and person supported satisfaction survey result on cultural competency.

Goal 2: LADD staff will effectively provide supports to all people regardless of their ages, cultures, races, ethnicities, and religions.

- Review the demographic profiles of the service areas (Refer to Population Assessment; Census data for LADD support locations)

Goal 3: LADD will complete an annual evaluation of the effectiveness of the Cultural Competency Plan. LADD will track and trend any issues identified in the evaluation and implement interventions to improve the provision of supports.

LADD will provide high quality, culturally sensitive supports by identification, delivery and continual monitoring of peoples' needs. Our aim is to increase awareness and appreciation of customs, values and beliefs, and the ability to incorporate them into the assessment of, treatment of, and interaction with people receiving supports.

The Cultural Competency and Diversity Report & Plan will be shared with stakeholders via the LADD website and will be reviewed and revisited as necessary on an annual basis by the Continuous Quality Improvement Department.

