MISSION STATEMENT:

We Make the Difference!

VISION:

Always striving to enhance the quality of life for all we serve!

VALUES:

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

People:	See **P**eople as a "whole person", first.
Environment:	Build an **E**nvironment of H.O.P.E., trust, and healthy relationships.
Opportunities:	Create **O**pportunities for growth and making G.O.O.D. decisions.
Provide:	**P**rovide gentle interactions to show you C.A.R.E.
Learn:	**L**earn to appreciate differences in a team and treat all people with dignity and respect.
Empower:	**E**mpower by using S.O.U.L. and positive, open communication.

WE MAKE THE DIFFERENCE

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". LADD 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. LADD considers areas such as, spiritual beliefs, customs, age, gender, sexual orientation, gender identity, gender expression, 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 gender identity, gender expression, geographic location, membership in self-help support groups, and so forth.

What Is the LADD Culture?

The **Company culture** is the personality of LADD. It defines the environment in which employees work. Company culture includes a variety of elements, including work environment, company mission, vision, values, ethics, expectations, and goals. Following the LADD Mission, Vision and Values is an ongoing requirement for employment. LADD services are to be provided following the practices of Culture of Gentleness.

The Mission, Vision and Values of LADD are the foundation and culture of our organization. They are the philosophy and ethics that guide us in our delivery of services and in all of our interactions with the people we serve, their families/legal representatives, our co-workers/employees, regulatory agencies, and the community as a whole; everyone is our customer. Each and every person employed by LADD must make a commitment to follow our Mission, Vision, and Values while at work; it is part of our job requirements to be employed here at LADD. Additionally, following our Mission, Vision, and Values can help us to personally grow as positive, caring, and compassionate individuals in our own families and community. We are all here to make a positive difference in each other's lives!!

MISSION

WE MAKE THE DIFFERENCE!
In everything we say and do, our goal is to "make the difference" in people's lives; a positive difference! 'The' difference is a step above 'a' difference. It is going the 'extra mile' to make sure that you make a very positive impact on people's lives. Our mission defines the "why" of "Why are we here?" ….to **Make The Difference**; a very positive difference in people's lives!

VISION

ALWAYS STRIVING TO ENHANCE THE QUALITY OF LIFE FOR ALL WE SERVE!
We continuously work towards creating opportunities for meaningful and positive life experiences for everyone. We want to always move towards increasing the quality of life remembering that we serve the people supported, their families, each other, and the community.

VALUES

PEOPLE: SEE **PEOPLE** AS A "WHOLE PERSON", FIRST.
We will see people as a "whole person" -- intellectually, physically, and emotionally (mind, body and spirit connection). People will always come first and foremost before a task; we are here to support PEOPLE. We will see all people as "who they are as a person" along with their abilities and strengths rather than a 'dis-ability'. We will focus on strengths and how we can help build upon them. We will use language that does not label or demean people. We will use the Person Centered Planning process to assist people in making informed choices for their future. We will focus on the person and involve them in making informed choices that are meaningful and reflect their individual identity and give them control of their own lives. We are here to support, guide and coach people in their being in control of their own lives.

ENVIRONMENT: BUILD AN **ENVIRONMENT** OF H.O.P.E., TRUST, AND HEALTHY RELATIONSHIPS.
We will build a culture and environment of gentleness and **H.O.P.E. – H**aving **O**nly **P**ositive **E**xpectations. These positive expectations are for the people and ourselves which will also help us to develop caring, trusting, healthy relationships between the person served, ourselves/ employees, families, significant others in our lives and the community as a whole. Our environment starts within and expands to our immediate surroundings and then even into the community. We will insure each person we serve feels "cared for and valued" much like an extended family that we are all a part together.

OPPORTUNITIES: CREATE **OPPORTUNITIES** FOR GROWTH AND MAKING G.O.O.D. DECISIONS.
We will support the people we serve in achieving the outcomes they desire. Our goal is to offer the highest level of support services and provide the widest range of meaningful life and growth opportunities. We will provide all people with opportunities to develop their abilities feel a part of and be a contributing citizen of their community. We want people to be able to express what they really want for their lives, feel in control of their lives, help them to achieve their goals, and learn to make **G.O.O.D.** decisions--**G**oal, **O**ptions, **O**utcomes, **D**ecision. Teaching and coaching people to choose a Goal, look at all their Options, weigh each Outcome, and make the Decision that is the best for themselves.

PROVIDE: **PROVIDE** GENTLE INTERACTIONS TO SHOW YOU C.A.R.E.
We will engage in warm, gentle interactions with people. We will use gentleness in our touch, actions, words, and wisdom. We support the culture of gentleness and the philosophy of Gentle Teaching by John McGee to help people feel safe, engaged, loved and loving/valued. We show we CARE by using **C**ompassion, **A**ffirmations, **R**elationships and **E**mpathy to establish a feeling of companionship. Kindness and compassion are core competencies for all employees. Using affirmations, (positive feedback) helps to build self-esteem. Healthy, trusting relationships are important to create meaningful life opportunities. Empathy is used to really understand the needs of the people we serve and what they really want or are trying to express. We need to show we **C.A.R.E.**!

<u>LEARN</u>: **LEARN** TO APPRECIATE DIFFERENCES IN A TEAM AND TREAT ALL PEOPLE WITH DIGNITY AND RESPECT.

Each and every person deserves to be treated with dignity and respect; communication is vital to this process. What we say and how we say it, including our tone of voice and body language, demonstrates dignity and respect. We truly believe that all people are equally important and have different strengths that must be appreciated. We work together as a team with the person supported as part of that team and appreciate the strengths that each of us brings to the team. Our strengths and differences are what make each and every one of us unique and interesting as well as helps us each to expand our ideas, the way we think, the way we look at things. We respect each other's perspectives and know that TOGETHER-We Make The Difference!

<u>EMPOWER</u>: **EMPOWER** BY USING S.O.U.L. AND POSITIVE, OPEN COMMUNICATION

We will empower ourselves and others by using our S.O.U.L.: **S**top-take a deep breath, give yourself a few seconds to clear your mind, reduce stress; Open-your mind/body to all possible solutions, notice your 'gut' reaction, are you aligning with our values of P.E.O.P.L.E.; **U**nderstand-those values, the situation, the other person; and **L**ink- to the best part of you; your compassion, kindness, caring, love, all that is good. Link to the person you are working with, communicating. Then move forward with your words and actions; using our values of P.E.O.P.L.E. to guide you in the right direction/decision. We are responsible to maintain open, honest, and positive communication with everyone. Each of us is responsible to Stand In Truth and communicate with a positive intent. Using your **S.O.U.L.** to follow our Mission, Vision, and Values empowers us each individually and together as a successful team; **Making The Difference** in all we say and do!!

Why **Company Culture** Matters.

Company culture is **important** to employees because workers are more likely to enjoy their time in the workplace when they fit in with the **company culture**. Employees tend to enjoy work when their needs and values are consistent with those in the workplace. The company culture also helps to continuously build a positive team atmosphere while keeping our goals/values as our focus. Having a positive team of employees who are all focused on valuing P.E.O.P.L.E. will help to ensure that the people we support are always receiving the highest quality of services!

What Does the LADD Culture Mean to You?

LADD's culture is holding the door open for someone, helping other when you can lend a hand. It's not being afraid to express oneself. By itself this does not seem like much, but when compared to equivalent environments at different companies, it's the difference between going to work and loving to go to work. LADD's culture is contagious. It's something that you feel the second you walk through the door and sticks with you long after you leave. LADD's culture embodies many different elements. It's t's about building relationships where we treat each other like family. It's about teamwork and having fun and not taking ourselves too seriously. It's about growth, both personal and professional. It's about achieving the impossible with fewer people. It's about openness, taking risks, and not being afraid to make mistakes. It's about being part of a story that never stops unfolding. And it's about having faith that if we do the right thing, then in the long run we will be a part of building something great. Our culture is based on our core values. Unlike most companies, where core values are just a plaque on the wall, our core values play a big part in how we hire, train, and develop our employees.

We believe that a Culture of Gentleness creates a virtuous cycle, and in our own way, we're making the world a better place and improving people's lives. It's all part of our long-term vision to "Make The Difference." The LADD support statistics are available in the current accessibility report and plan.

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 ethnicity 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 stereotypes 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 2020 Census, 59.3% 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 13.6% of the United States population in 2020. 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 2020 census, Asian Americans accounted for 6.1% of the total United States population, or 7.2% when biracial or multiracial Asians were included. For those who identified with only one Asian group in 2010, 23% of Asian Americans were Chinese; 19%, Asian Indian; 17%, Filipino; 11%, Vietnamese; 10%, Korean; and 5%, Japanese. Asian Americans comprised about

43 ethnic subgroups, speaking more than 100 languages and dialects – updated percentages have not been disclosed as of yet from the 2020 census. However, today the largest self-identified Asian American sub-groups according to census data are Chinese Americans, Filipino Americans, Indian Americans, Vietnamese Americans, Korean Americans, and Japanese Americans, among other groups. The tremendous cultural differences among these groups generalize 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 and Bureau of Indian Affairs (BIA), there are 574 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. In 2020, English is the most common language in the United States with 21.6% of the total population report speaking a language other than English at home. In Michigan 9.9% of the total population report speaking a language other than English in the home, but also report that only 3.4% of the total population speaks little to no English at all. (https://data.census.gov/table?q=dp02&g=0400000US26&tid=ACSDP1Y2021.DP02)

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.

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 will all people.

Gender Roles

A **gender role/orientation**, also known as a sex **role**, is a social **role** encompassing a range of behaviors and attitudes that are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex.

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. In addition, gender roles (and perceived gender roles) vary based on a person's race or ethnicity. The terms for and definitions of gender roles can also vary.

Gender roles influence a wide range of human behavior, often including the clothing a person chooses to wear, the profession a person pursues, manner of approach to things, the personal relationships a person enters, and how they behave within those relationships. Although gender roles have evolved and expanded, they traditionally keep women in the "private" sphere, and men in the "public" sphere. Various groups, most notably feminist movements, have led efforts to change aspects of prevailing gender roles that they believe are oppressive, inaccurate, and sexist.

Gender Identity & Expression

One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's **gender identity** can be the same or different from their sex assigned at birth. **Gender expression** is the way in which a person expresses their external appearance of one's gender identity, typically expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine. **Cisgender,** or simply **cis**, is an adjective that describes a person whose gender identity aligns with the sex they were assigned at birth. **Transgender** is an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. **Nonbinary** is a term that can be used by people who do not describe themselves or their genders as fitting into the categories of man or woman. A range of terms are used to refer to these experiences; nonbinary and genderqueer are among the terms that are sometimes used. **Agender** is an adjective that can describe a person who does not identify as any gender. **Gender-expansive** is an adjective that can describe someone with a more flexible gender identity than might be associated with a typical gender binary. **Gender transition** is the process by which some people strive to more closely align their internal knowledge of gender with its outward appearance. Some people socially transition, whereby they might begin dressing, using names and pronouns and/or be socially recognized as another gender. Others undergo physical transitions in which they modify their bodies through medical interventions. **Gender dysphoria** is known as clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify.

Sexuality

Attitudes toward sexuality in general and toward sexual identity, gender identity and expression 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. **Sexual orientation** is an enduring pattern of romantic or sexual attraction (or a combination of these) to persons of the opposite sex or gender, the same sex or gender, or to both sexes or more than one gender. **Sexual identity** is how one thinks of oneself in terms of to whom one is romantically or sexually attracted. Sexual identity may also refer to sexual orientation identity, which is when people identify or dis-identify with a sexual orientation or choose not to identify with a sexual orientation. Sexuality is typically categorized as male, female or intersex.

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. According to an average of all 2022 Gallup polling, 21% of Americans said they have no religious preference, and 1% did not answer the question.

Christianity

Christianity, in its various forms, remains the predominant religion in the United States today. 68% of the population in 2022 identified as Christian in the Gallup poll, with the largest being Protestant at 34%, followed by Catholics at 23% and 11% who identify with another Christian religion or simply as a "Christian." 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 2% of the population as of 2022. 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 2022, roughly 1% of people identified as Muslims in the United States, making it the third largest faith in the United States. 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. According to a 2017 American Muslim poll, Islam's are one of the most racially diverse religious groups in the United States with a membership that is 25% identifying as black or African American, 24% identifying as White, 18% Asian/Chinese/Japanese, 18% Arab, and 5% Hispanic (percentages from 2017 study by the Institute of Social Policy).

Hinduism

Hinduism is the fourth largest faith in the United States, representing approximately 1% of the population in 2022, the same as Islam and Buddhism. The first time Hinduism entered the United States is not clearly identifiable. The majority of **American Hindus** are immigrants, mainly from India, Nepal, Sri Lanka, and Bangladesh, with a minority from Bhutan, Pakistan, Afghanistan and other countries. The Hindu population of the United States is the eighth-largest in the world. 10% of Asian Americans, who together account for 5.8% of the U.S. population, are followers of the Hindu faith.

Buddhism

In 2022, about 1% of Buddhists live in the United States. The majority of Buddhists are Asian Americans at 9%. 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

Sources

Appendix A. Population Assessment- United States Census Bureau quick facts

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. Link to United States Census Bureau quick facts:

The quick facts have been updated from the 2020 Census. (See attached files; Appendix A)

- https://www.census.gov/quickfacts/fact/table/calhouncountymichigan,vanburencountymichigan,berriencountymichigan,casscountymichigan/LFE046217
- http://www.census.gov/quickfacts/table/LFE046215/26025,2609950480,26125,26159,26021,26027

Other Sources

U.S. Census Bureau 2020 Demographics – All United States: https://data.census.gov/all?g=010XX00US&d=DEC%20Demographic%20Profile

U.S. Department of the Interior Indian Affairs/ Bureau of Indian Affairs - https://www.bia.gov/bia

Religion in the United States - https://en.wikipedia.org/wiki/Religion_in_the_United_States

Religion | Gallup Historical Trends - https://news.gallup.com/poll/1690/Religion.aspx

American Muslim Poll 2017 | ISPU - https://www.ispu.org/american-muslim-poll-2017/

Sexual Orientation & Gender Identify - https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions

A Guide to Understanding Gender Identity and Pronouns : NPR - https://www.npr.org/2021/06/02/996319297/gender-identity-pronouns-expression-guide-lgbtq

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 ongoing Goals:

Goal 1: Ensure that staffing supports are provided in a culturally competent manner to all people, including those with limited English proficiency, through the training provided at the time of hire and ongoing, evaluations of compliance grievance/complaints, and satisfaction survey results on cultural competency.

Goal 2: LADD staff will effectively provide supports to all people regardless of their ages, cultures, races, ethnicities, gender identification, gender expression, and religions.
• Review the demographic profiles of the service areas (Refer to Population Assessment Census data for LADD support locations in Appendix A)

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 Quality Improvement Department.