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 across organizational systems as we work toward the critical goal of developing a culturally competent support system. Our cultural competence is reflected in our attitudes, structures, policies, and support, 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 a shared frame of reference that views alliances across cultures as enriching rather than threatening to shared goals.

Why Is Cultural Competence Important?

Cultural competence promotes relationships based on understanding and knowledge of how one's own cultural beliefs and values influence how information, perceptions, feelings, experiences, and coping strategies are organized. It involves identifying, learning from, and incorporating these into the helping process. When cultural competence is an integral part of personal competence, there is the greatest opportunity to increase the volume and quality of information, the speed at which it can be shared and processed, and to form healthy alliances.

Providing culturally responsive support is expected to enhance safety and reinforce 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 shapes how people view the world. It involves a set of beliefs, norms, and values about the nature of relationships, how people live their lives, and how they 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:

What Is the LADD Culture?

The **Company culture** is the personality of LADD. It defines the environment in which employees work. Company culture encompasses a range of elements, including the work environment, 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 the 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 delivering services and in all 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 person employed by LADD must commit to following our Mission, Vision, and Values at work; it is a condition of employment. Additionally, following our Mission, Vision, and Values can help us grow as positive, caring, and compassionate individuals within our 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 ensure you make a 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 continually work to create opportunities for meaningful, positive life experiences for everyone. We always strive to improve the quality of life, remembering that we serve the people we support, 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; 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 to 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.

<u>P</u>ROVIDE: **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>L</u>EARN: **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 helping 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>E</u>MPOWER: **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; **O**pen-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 for maintaining 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 they are more likely to enjoy their time in the workplace when they feel a sense of belonging. Employees tend to enjoy their work when their needs and values align with those of the workplace. The company culture also helps sustain a positive team atmosphere while keeping our goals/values as our focus. Having a positive team focused on valuing P.E.O.P.L.E. will help ensure that the people we support always receive the highest quality of service!

What Does the LADD Culture Mean to You?

LADD's culture is about holding the door open for others and helping when you can. It's not being afraid to express oneself. By itself, this may not seem like much, but compared with equivalent environments at other companies, it's the difference between going to work and loving going to work. LADD's culture is contagious. It's something that you feel the second you walk through the door and stick with you long after you leave. L.ADD's culture embodies many different elements. It's about building relationships where we treat each other like family. It's about teamwork, 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, we will, in the long run, be 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 the 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 definitions of race and ethnicity are based on 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 such as 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 whose members identify with one another on the basis of common nationality or shared cultural traditions.	The term race refers to the concept of dividing people into groups based on various sets of physical characteristics (which usually result from genetic ancestry).
Significance	Ethnicity refers to shared cultural traits and a common 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 by 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 arise from shared ancestry due to geographic 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 are also defined by the stereotypes of dominant groups.	Races are assumed to be distinguished by skin color, facial features, and other characteristics. However, the scientific basis of racial distinctions is very weak. Scientific studies show that racial genetic differences are weak except in skin color.

The U.S. Census Bureau assesses race and ethnicity by first asking whether someone is of Hispanic origin, then asking them to select a racial category, with the option to specify an origin within that category. The racial categories include white, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander. Per Census definitions, through the 2020 Census, people of Middle Eastern or North African origin were classified in the "white" category. This will change in the 2030 Census, when a Middle Eastern or North African (MENA) category will be added.

White Americans constitute the largest racial group in the United States. In the 2020 Census, 59.3% of the United States population was non-Hispanic White, a classification 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). The history and experience of African Americans have 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 are considered. Today, African American culture reflects influences from Caribbean, Latin American, European, and African cultures. 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 U.S. population, or 7.2% when biracial or multiracial Asians were included. In 2010, among those who identified with only one Asian group, 23% were Chinese, 19% Asian Indian, 17% Filipino, 11% Vietnamese, 10% Korean, and 5% Japanese. Asian Americans comprise about 43 ethnic subgroups, speaking more than 100 languages and dialects; updated percentages from the 2020 census have not yet been disclosed. However, today the largest self-identified Asian American subgroups, according to census data, are Chinese Americans, Filipino Americans, Indian Americans, Vietnamese Americans, Korean Americans, and Japanese Americans, among others. The tremendous cultural differences among these groups make it 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 must have a "Tribal affiliation or community attachment". According to the U.S. Department of the Interior, the 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 wide range of cultures, languages, religions, histories, beliefs, and practices.

What Is Cultural Identity?

Cultural identity refers to an individual's affiliation with or identification with a particular group or groups. Cultural identity develops through interactions with individuals and other cultures throughout the life cycle. Cultural identities are not static; they evolve across life stages. 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 it based on their 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. Within the United States, people from different regions can have diverse cultural identities, even when 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 ago may identify with their culture of origin, but no longer speak its language. In 2020, English was the most common language in the United States, with 21.6% of the total population reporting speaking a language other than English at home. In Michigan, 9.9% of the population reports speaking a language other than English at home, but only 3.4% reports speaking little to no English. (https://data.census.gov/table?q=dp02&g=0400000US26&tid=ACSDP1Y2021.DP02)

Communication styles and nonverbal cues 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 significantly affect a person's culture. For example, people who live in rural areas, even if they are from different ethnicities, may have much in common, whereas people from the same ethnicity raised in different geographic locations may have very different experiences, attitudes, and beliefs.

Socioeconomic Status and Education

Socioeconomic status (SES) is a social construct reflecting how society assigns value to certain outcomes, skills, traits, behaviors, achievements, and assets. SES captures and influences cultural norms within a specific society. Sociologists often discuss social class as an important aspect of an individual's cultural background, and SES is used as a category similar to class, with the difference that socioeconomic status is a more flexible and less hierarchical 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 its development through the actions of its members and through the actions of others toward it. As a support provider, LADD is knowledgeable about the many positive aspects of each culture's history and heritage and is 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 some people have endured can lead to 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's guilt" as well as agonizing memories. It is important that we show CARE and compassion in our interactions with 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 by race or ethnicity. The terms for and definitions of gender roles can also vary.

Gender roles influence a wide range of human behavior, including the clothing a person chooses to wear, the profession a person pursues, the approach to tasks, 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 how a person presents their gender identity through behavior, clothing, haircut, or voice, and may or may not conform to socially defined behaviors and characteristics associated with being masculine or feminine.

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. An individual's sexual orientation is independent of their gender identity. **Sexual identity** is how one thinks of oneself in terms of who one is romantically or sexually attracted to. 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, which can affect treatment. In general, cultural groups differ in how they define and determine health and illness; who can diagnose and treat illness; their beliefs about the causes of illness; and their remedies, treatments, and healing practices. In mainstream American society, healthcare professionals are viewed as the only ones with real expertise in health and illness. However, other societies have different views. LADD will assist in advocating for the desired care and treatment.

Religion and Spirituality

Religious traditions or spiritual beliefs are often very important factors in 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 a key factor in defining a person's culture. Based on the average of all 2020-2024 Gallup polls, 6% of Americans said they have no religious preference, and 22% said they have none.

Christianity

Christianity, in its various forms, remains the predominant religion in the United States today. 67% of the population in 2023 identified as Christian in the Gallup poll, with the largest being Protestant at 33%, followed by Catholics at 22%,11% who identify with another Christian religion or simply as a "Christian", and Mormon at 1%

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 2025 American Muslim poll, Muslims remain the most racially diverse religious group in the U.S. and the one group without a majority racial/ethnic group. 28% of Muslims identify as Black, 24% as Asian, 20% as white, 12% as Arab, and 9% as Hispanic.

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 lived in the United States. The largest share of Buddhists is Asian Americans at 9%. In China and Japan, Buddhism is often combined with other religious traditions, such as Taoism or Shinto, and some immigrants from those countries integrate the beliefs and practices of those traditions 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 understanding the demographic composition of both the population the organization serves and the population in the organization's catchment area(s). Link to the United States Census Bureau quick facts:

The quick facts have been updated from the 2020 Census. (See attached files; Appendix A) The next Census will occur in 2030.

- 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 2025 | ISPU - https://21702012.fs1.hubspotusercontent-na1.net/hubfs/21702012/American%20Muslim%20Poll%202025/American%20Muslim%20Poll%202025-%20%20Evolving%20Electorate%2c%20Enduring%20Challenges%20.pdf
- Sexual Orientation & Gender Identify - https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions

Cultural Competence at the Organization Level

Organizational cultural responsiveness is a dynamic, ongoing process; it is not something achieved once and then complete. Organizational structures and components change. The community's demographics and needs change. Employees and their job descriptions change. Consequently, the commitment to increasing cultural competence must also include maintaining 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, acquires and develops cultural knowledge, and adapts to the diversity and 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 training provided at the time of hire and ongoing evaluations of compliance, grievances/complaints, and satisfaction survey results on cultural competency.

Goal 2: LADD staff will effectively provide support to all people, regardless of age, culture, race, ethnicity, gender identity/expression, or religion.
• 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 support by identifying, delivering, and continually monitoring people's needs. Our aim is to increase awareness and appreciation of customs, values, and beliefs, and to strengthen the ability to incorporate them into the assessment, treatment, and interactions with people receiving support.

The Cultural Competency and Diversity Report & Plan will be shared with stakeholders via the LADD website and reviewed and revisited annually by the Quality Improvement Department.

WE MAKE THE DIFFERENCE