**ORGANIZATIONAL ASSESSMENT TOOL FOR TRANSGENDER CULTURAL COMPETENCY**

*Adapted from Organizational Assessment Tool for LGBT Cultural Competency, created by National Center for Lesbian Rights, www.NCLRights.org & California Rural Legal Assistance, www.CRLA.org.*

Prior to implementing Healthy Divas, we recommend using this tool to assess your community-based organization or clinic on six different aspects of your organization through the lens of transgender cultural competency. This tool offers both a way to take stock of current efforts and develop a set of benchmarks for the design and implementation of future work. We encourage you to use this tool as a basis for dialogue and to help you identify areas for further inquiry and development. Individuals may begin by doing the assessment alone, then comparing and discussing answers with colleagues. Alternatively, you may wish to have your staff complete this tool as a group.

If done individually, the full assessment takes about 40-45 minutes to complete, plus additional time for discussion. For groups completing the tool together, we suggest setting aside approximately 1 hour. If time is limited, or for more targeted discussions, you may wish to break up the process and look at just one or two sections at a time.

You may want to revisit this tool periodically to check in about how your organization is doing in areas you’ve identified for improvement.

Instructions:

1. Carve out sufficient time to complete and discuss this assessment. As noted above, you may wish to do the assessment over multiple sessions, looking at one or two sections each time.

2. Turn to the next page and read the section on Leadership and Vision. Indicate your responses to the checklist of indicators. Then, using the bottom of the page, jot down any overall reflections or priorities you have related to the topic in question.

3. Repeat this process with each section until you have completed them all.

4. Be sure to follow up any individual reflection with a larger team or staff discussion.

**LEADERSHIP/VISION**

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| Practice Indicator | What is the organizationalready doing in this area? | Ideas for improving cultural competency in this area |
| Organizational leaders can/do articulate how work with trans, and gender diverse communities is part of the organization's core mission. |  |  |
| Organizational leadership includes trans and gender diverse people. |  |  |
| The organization makes space to talk about issues affecting trans and gender diverse clients when making organizational decisions (e.g.program priorities, funding opportunities, staff assignments, framing discussions, etc.) |  |  |
| The organization is willing to commit the resources necessary to fully serve trans and gender diverse clients, even thoughthey may be a small percentage of the client base. |  |  |
| Existing trans and gender-inclusive policies within the organization are well-publicized; staff know about them. |  |  |

Comments:

**WELCOMING CLIMATE**

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| Practice Indicator | What is the organizationalready doing in this area? | Ideas for improving cultural competency in this area |
| Visible images and materials in the reception area are inclusive of trans and gender diverse people and issues. |  |  |
| Visible images and materials in other parts of the office (e.g., interview rooms, advocates' offices) are inclusive of trans and gender diverse people and issues. |  |  |
| If the organization has an area where clients can pick up informational materials, the materials include content relevant to trans and gender diverse people. |  |  |
| A potential client who is trans or gender diverse would feel comfortable and welcome coming into our office and seeking help. |  |  |
| Staff who function as the "first point of contact" within the office are sufficiently comfortable with terms and issues related to gender diversity to speak openly with trans and gender diverse clients about their lives. |  |  |
| All staff are comfortable serving clients who do not conform to traditional gender stereotypes. |  |  |
| All staff use inclusive language when talking with clients about the people in their lives, and refrain from making assumptions about the nature of a client's relationships.  |  |  |
| We have gender neutral restroom facilities and/or a restroom policy that allows clients and visitors to choose which restroom to use. |  |  |
| Trans and gender diverse staff members are comfortable and welcome tobe their full selves in our office. |  |  |
| The organization provides a comfortable environment for cisgender staff allies to raise and discuss trans-related issues. |  |  |

Comments:

**INTAKE & DATA COLLECTION**

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| Practice Indicator | What is the organizationalready doing in this area? | Ideas for improving cultural competency in this area |
| Staff are able to respectfully ask about aclient’s preferred name and gender in away that does not convey discomfort with the topic. |  |  |
| Staff consistently use clients’ preferredname and gender pronouns once learning of them. |  |  |
| For all clients, intake staff ask about marital status/relationships in a gender-neutral way. For example, rather than asking someone if they have a wife or husband, ask if they have a partner, spouse, or significant other. |  |  |
| Intake staff are able to ask about a client’s gender identity in a respectful way that does not convey discomfort with the topic. |  |  |
| Client intake is conducted in a private enough space to allow people to talk about gender identity in a comfortable, confidential manner. |  |  |
| Staff who conduct intakes in languages other than English know the correct gender-related terminology in the languages they use. |  |  |
| Data collection forms, records, and procedures are gender-inclusive and accurately capture gender identity and pronouns. |  |  |

Comments:

**OUTREACH**

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| Practice Indicator | What is the organizationalready doing in this area? | Ideas for improving cultural competency in this area |
| Our organization does active, targeted outreach to trans and gender diverse communities. |  |  |
| All or most organizational outreach materials include trans-inclusive language and/or topics. |  |  |
| If outreach materials are provided in multiple languages, trans-inclusive language is included in all versions. |  |  |
| Our community education efforts include trans-specific issues and/or information in all or most of our efforts. |  |  |
| Community education presenters are comfortable discussing issues related to gender diversity within general community presentations that are not specifically targeted at trans and gender diverse audiences. |  |  |
| We have an established network of trans and gender diverse leaders and organizations within the community that we work with for outreach. |  |  |

Comments:

**STAFF TRAINING**

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| Practice Indicator | What is the organizationalready doing in this area? | Ideas for improving cultural competency in this area |
| Our staff training and development efforts include trainings on issues that are relevant to our trans and gender diverse clients. |  |  |
| Staff who provide the "first point of contact" for clients are specifically trained in how to create a respectful and welcoming first impression that willallow the client to pursue further engagement with our services. |  |  |
| Attention to issues related to gender diversity is woven into all staff trainings. |  |  |

Comments: