A culturally responsive organization is one that is dynamic, on a committed path to addressing power relationships and improving racial equity, and is purposefully designed to be responsive to the interests of communities of color, customers of color, and staff of color. The Addiction Technology Transfer Center (ATTC) Network Coordinating Office (NCO), Prevention Technology Transfer Center (PTTC) NCO, and Mental Health Technology Transfer Center (MHTTC) NCO, developed this document to support the TTCs as we work separately within each of our Centers and collaboratively across networks to build cultural responsiveness and eliminate behavioral health disparities.[1]

"Racial equity is defined as just and fair inclusion into a society in which all people can participate, prosper, and reach their full potential. Said another way, a racially equitable society is one in which racial disparities in health, education, wealth, and other areas do not exist."[2] TTCs must work across two fronts to advance racial equity as well as culturally and linguistically appropriate behavioral health services: (1) internally within our own Centers and networks and (2) externally in our public facing efforts.

TTCs can benefit from applying a racial equity lens to our structure and activities. "A racial equity lens is a set of questions we ask ourselves when we are planning, developing or evaluating a policy, program or decision. It helps us assess if we are taking in the perspectives of the racially diverse people and communities we intend to serve, and whether our policies and programs are resulting in equitable or inequitable outcomes. An equity lens helps us see where challenges and opportunities exist, so that we can make intentional steps to ensure more equitable outcomes for all individuals and communities."[3]

Asking meaningful questions is key. In order to compile the questions for consideration below, we conducted a review of approximately 50 organizational and community assessment tools and resources available from the website, Racial Equity Tools (racialequitytools.org).[4] We pulled and synthesized questions from these materials that we determined were most applicable to the work of the TTCs, and then incorporated language appropriate for TTCs. By providing this resource, we are not signifying that this is a complete list of questions to consider in order to achieve racial equity. We aim to spur thinking and action among the TTCs and we acknowledge that this is just one step in a longer, more integrated and comprehensive process.

[1] We thank Laurie Krom, MS, for her leadership in creating this document on behalf of the TTC NCOs, and Deena Murphy, PhD, Van Wilson, MSW, MPH, Holly Hagle, PhD, Viannella Halsall, MPH, and Heather Gotham, PhD for their review.

[2] Blackwell, A. G., Kramer, M., Vaidyanathan, L., Iyer, L., Kirschenbaum, J. (2017). The competitive advantage of racial equity (p6). Retrieved June 29, 2000 from
https://www.policylink.org/sites/default/files/The%20Competitive%20Advantage%20of%20Racial%20Equity-final_0.pdf

[3] The definition of a racial equity lens is taken verbatim from a resource developed by A Home for Everyone (http://ahomeforeveryone.net/). Retrieved (via the Racial Equity Tools website) from
https://static1.squarespace.com/static/566631e8c21b864679fff4de/t/580fd47af5e231fb340423ec/1477432443385/Racial_Equity_Lens.pdf on June 21, 2020.

[4] https://www.racialequitytools.org/plan/informing-the-plan/organizational-assessment-tools-and-resources and
https://www.racialequitytools.org/plan/informing-the-plan/community-assessment-tools-and-resources Retrieved (via the Racial Equity Tools website) June 20, 2020.

Questions to Consider Regarding Structure, Policies, Staffing and Overarching Efforts[5]

1. Review your Center's mission or purpose statement. Does it incorporate racial equity?
2. Review the "front page" text on your website, in your marketing materials, and on your social media. Does this text display a commitment to racial equity?
3. In what ways are communities of color formally recognized as key stakeholders in the decision-making of your Center, including setting priorities for activities included in your work plan? Is your Center's Advisory Board representative of the community you serve?
4. Does your Center have an internal structure whose goal it is to address issues of racial equity (e.g., an equity committee within your team or committee of your Advisory Board)?
5. What strategies does your Center use to get a clear, "big picture" view of structural and systemic economic and social issues? How do you communicate this information to your Advisory Board, key stakeholders, funder, and customers?
6. How do you ensure that your Center is responsive to current and emerging issues in communities of color? How does your Center formally collaborate with community-based organizations of color to determine and address your Center's responsiveness to the needs of communities of color?
7. Does your Center regularly produce materials in languages other than English that would be appropriate and relevant for the community you serve?
8. How does your Center evaluate the quality and effectiveness of interpretation and translation services it either contracts for or provides?
9. Are products and materials produced by your Center assessed for racial bias and reviewed to ensure reflection of your community's diversity?
10. How do you ensure that your Center's engagement practices with communities of color are culturally-appropriate for particular communities of color?
11. Can you provide examples of how your Center's events are conducted in a manner that supports equity and inclusion, and values diverse ways of speaking, thinking, debating, reflecting and making decisions?
12. TTCs completed a Disparities Impact Statement (DIS) at the beginning of the grant cycle and collect racial data on GPRA forms. Do you have a plan for how your Center will compare GPRA data about participants in your events to your DIS, and then use the results to adapt your services or marketing? Is there a policy regulating the use of race and ethnicity data?
13. Do you collect data on your customers' satisfaction with your TTC regarding racial equity? Do you have a plan for how your Center will use and learn from this data? Do you share the findings with communities of color?
14. Does your Center meet with leaders from communities of color to get feedback about your Center? Do you have a method in place to assess the overall satisfaction of communities of color with your Center?
15. If your Center has equity practices and policies, do you require your vendors, contractors, and consultants to adhere to the same practices and policies?
16. Does your Center have intentional procedures to increase the recruitment, retention and promotion of people of color within your Center's team?

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[5] While this list includes questions adapted from several sources, we substantially benefited from the questions included in the document, *Racial Equity Toolkit: Applying a Racial Equity Lens to Your Organization*, written and designed by Monica Joe and Reuben Waddy for the Housing Development Consortium. Retrieved (via the Racial Equity Tools website) from https://www.housingconsortium.org/wp-content/uploads/2016/11/Racial-Equity-Toolkit-Downloadable.pdf June 20, 2020.

17. TTCs use many consultants for such roles as trainers, webinar presenters, and meeting facilitators. What criteria do you use for choosing consultants? How do you assess their understanding of structural issues from diverse perspectives? What strategies will you use to engage a more diverse pool of consultants and contractors to bring broader perspectives and more varied experiences to your Center? How will you search for consultants that will support your Center's efforts to advance racial equity?
18. Does your Center allow ideas and initiatives to derive from all facets, including all staff, not just leadership?

Questions to Consider for Specific Activities in Your TTC Work Plan[6]

1. What is the proposed activity and the desired result?
2. What group(s) experience disparities related to the activity, including the activity's topic of focus or format?
3. Are the affected group(s) at the table? If not, why?
4. How might the proposed activity affect the identified group(s)? How might it be perceived by the group(s)?
5. Does the proposed activity improve, worsen, or make no change to existing disparities? Explain.
6. Does the proposed activity expand access for individuals in the identified group(s) to substance use prevention, substance use disorder treatment and recovery services, or mental health prevention, treatment, and recovery services (including immigrants and refugees)?
7. Will the proposed activity result in a systemic change that addresses institutional racism? How?
8. Does the proposed activity educate on racial issues? How?
9. Does the proposed activity create opportunities for experiential learning and personal transformation? How?
10. Does the proposed activity advance racially inclusive collaboration and engagement? How?
11. Does the proposed activity support behavioral health work force equity? How?
12. Does the proposed activity produce any intentional benefits or unintended consequences for the affected group(s)? Are there strategies to mitigate any negative impacts?
13. What next step is recommended and how will it be advanced?

Network Coordinating Office
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[6] While this list includes questions adapted from several sources, we substantially benefited from the questions included in the document, *Racial Equity Toolkit for Policies, Programs, and Budget*, developed by the City of Seattle, Race and Social Justice Initiative. Retrieved (via the Racial Equity Tools website) from https://www.racialequitytools.org/resourcefiles/RacialEquityToolkit.pdf June 20, 2020.