

Cultural and Linguistic Competency (CLC) Pilot Project Program

Phase 1 – Meeting 2

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December 12, 2019

Agenda

Call to Order

Welcome & Introductions

CLC Committee Formation Progress Updates

Creating Mission CLC Mission Statements

Round Robin

Questions

Adjournment

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BENEFITS OF PARTICIPATING IN THE CLC SUBCOMMITTEE:

- 1) Receive assistance in expanding their reach to unserved and underserved communities
- 2) Receive on-site training to improve cultural sensitivity/responsiveness in each PA SOC county
- 3) Develop partnerships with statewide cultural experts and local community-based organizations
- 4) Maintain quality services for all youth and families

Creating a CLC Committee

- **Step 1: Recruit and maintain representative Youth, Family, and Cultural Diversity CLC Subcommittee membership.**
- **Step 2: Complete worksheet**
- **Step 3: Convene first meeting.**

CLC Mission Statement/Vision

- **STEP 1: Complete the following table to determine areas of priority to be addressed in your mission statement.**

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
The principles of diversity, equity and inclusion are contained in the organization/county's statement of values / guiding principles.				
The organization/county has identified diversity and cultural competence as an area of strategic priority.				
The organization/county has communicated their commitment to enhancing diversity and cultural competence to individuals within the county (staff, leadership, etc.) and to the community.				
The organization/county support the development of a CLC subcommittee as a critical priority to support the Mission and Vision of System of Care.				
The organization/county has received an orientation training to cultural and linguistic competence.				

CLC Mission Statement/Vision



List the areas of priority to be addressed to enhance the cultural and linguistic competence of the organization/county.

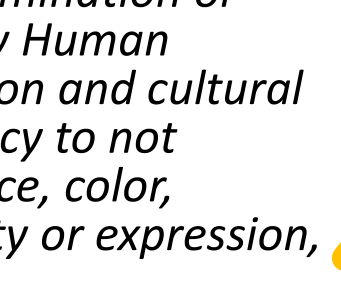


STEP 2: Create a mission statement for the organization/county's System of Care project that articulates principles, rationale, and values for cultural and linguistic competence in all aspects of the organization.



STEP 3: Write your organization/county's SOC mission statement below as informed by your identified priority areas above.

Examples

- <http://www.chespenn.com/mission.html>
 - Sample mission statement embracing CLC as overarching: *ChesPenn Health Services, Inc. is a network of non-profit, Federally Qualified Health Centers (FQHC) that provides comprehensive primary and preventive care and social services to medically underserved families and individuals on a sliding scale. ChesPenn Health Services strives to meet the unique health needs in its communities in linguistically and culturally competent ways.*
 - Sample mission statement embracing CLC from Northumberland County:
 - *Northumberland County Human Services values and embraces the wealth of diversity reflected in our clients, their families, our employees and the communities we serve. We know that seeking services can be stressful, and it can be even more so when magnified by fear of discrimination or being misunderstood. Northumberland County Human Services is committed to caring with compassion and cultural competence for all our clients and it is our policy to not discriminate against any person because of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, ability, or veteran status.*
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NATIONAL CLAS STANDARDS

WHAT ARE CULTURALLY AND LINGUISTICALLY APPROPRIATE SERVICES (CLAS)?

- Services that are respectful of and responsive to individual cultural health beliefs and practices, preferred languages, health literacy levels, and communication needs and employed by all members of an organization (regardless of size) at **every point of contact.**

CLC AND CLAS? ARE THEY THE SAME

- CLAS expands upon the definition of CLC
- CLAS is another way to think about CLC
- CLAS, as developed by the Office of Minority Health, is the framework for operationalizing CLC.
- The CLAS standards are the blueprint for implementing Culturally and Linguistically appropriate services.

NATIONAL CLAS STANDARDS 2000-2013

Expanded Standards	National CLAS Standards 2000	National CLAS Standards 2013
Culture	Defined in terms of racial, ethnic and linguistic groups	Defined in terms of racial, ethnic, and linguistic groups as well as geographical, religious and spiritual, biological and sociological characteristics.
Audience	Health care organizations	Health and health care organizations
Health	Definition of health was implicit	Explicit definition of health to include physical, mental, social and spiritual well-being
Recipients	Patients and consumers	Individuals and groups

NATIONAL CLC/CLAS

- The National Culturally and Linguistically Appropriate Services (CLAS) Standards in Health and Health Care are intended to advance health equity, improve quality and help eliminate health care disparities by establishing a blueprint for health and health care organizations to:

See more at: <http://minorityhealth.hhs.gov/>

THE NATIONAL CLAS STANDARDS FOR MENTAL HEALTH

Principal Standard
Standard 1
Governance, Leadership, and Workforce
Standards 2-4
Communication and Language Assistance
Standards 5-8
Engagement, Continuous Improvement and Accountability
Standards 9-15

PRINCIPAL STANDARD (CLAS)

1. Provide effective, equitable, understandable and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy and other communication needs.

GOVERNANCE, LEADERSHIP AND WORKFORCE (CLAS)

2. Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices and allocated resources.
3. Recruit, promote and support a culturally and linguistically diverse governance, leadership and workforce that are responsive to the population in the service area.
4. Educate and train governance, leadership and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.

COMMUNICATION AND LANGUAGE ASSISTANCE (CLAS)

5. Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services.
6. Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.
7. Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.
8. Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.

ENGAGEMENT, CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY (CLAS)

9. Establish culturally and linguistically appropriate goals, policies and management accountability, and infuse them throughout the organizations' planning and operations.
10. Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into assessment measurement and continuous quality improvement activities.
11. Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery.

ENGAGEMENT, CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY (CLAS)

12. Conduct regular assessments of community health assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area.
13. Partner with the community to design, implement and evaluate policies, practices and services to ensure cultural and linguistic appropriateness.
14. Create conflict- and grievance-resolution processes that are culturally and linguistically appropriate to identify, prevent and resolve conflicts or complaints.
15. Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents and the general public

NATIONAL CLAS

- CLAS Pledge Example

For Next Meeting

Meeting Date (Tentative)	Objective	Assignment
Phase 1 – Meeting 21	Introductions, Overview, and Orientation	<ul style="list-style-type: none"> Establish CLC Advisory Committee, Point of Contact, Workgroup, or other interested individuals in assisting with project. Notify family, youth, system partners as well as CLT and Staff of opportunity to Engage Notify Community of opportunity to engage Complete CLC Committee Worksheet by EOD December 1, 2019.
Phase 1 – Meeting 2	<ul style="list-style-type: none"> Preparing the CLC Assessment and CLC Advisory committee/team. Assessing the Diversity of youth and families served and county demographics. 	<ul style="list-style-type: none"> Convene first meeting of CLC Committee Complete CLC Mission Statement Worksheet Determine type of Assessment to be conducted Determine Assessment audience
Phase 1 – Meeting 3	Identifying Gaps, Determining Priorities, and Briefing County Leadership Team.	<ul style="list-style-type: none"> Carryout Assessment Project Please Complete Assessment Project by

Round Robin

What have been your challenges so far?

What have been your successes so far?

What are resources you could use to help with your work?

Next Meeting

November 7, 2019 Phase 1 – Meeting 1

December 12, 2019 at 9am Phase 1 – Meeting 2

Jan 9, 2020 09:00 AM

Feb 13, 2020 09:00 AM

- Budget and Mini-Grant Applications Due

Mar 12, 2020 09:00 AM

Apr 9, 2020 09:00 AM

- Implementation of Action Item (April – June 2020)

May 14, 2020 09:00 AM

Jun 11, 2020 09:00 AM

- Final Report on Best Practices

Q&A?

Thank You!



**Cultural competence
and linguistic competence
are a life's journey ...
not a destination**

Safe travels!



Thank You

- Please contact Kelsey Leonard, CLC Coordinator for the Pennsylvania Care Partnership at leonardkt@upmc.edu with any questions, comments and/or for additional resources.