

Cultural and Linguistic Competency (CLC) Pilot Project Program

Phase 1 – Meeting 3

Kelsey Leonard, J.D.

Cultural and Linguistic
Competence Coordinator

January 9, 2020

Agenda

Call to Order

Welcome & Introductions

CLC Committee Formation Progress Updates

CLC Mission Statements Progress Updates

Conducting a CLC Assessment

Round Robin

Questions

Adjournment

Kelsey
Leonard



CLC Coordinator for the Pennsylvania Care
Partnership leonardkt@upmc.edu

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.

CLC Assessment

Why an assessment?

A fundamental aspect of self-assessment ensures the meaningful involvement of consumers, community stakeholders, and key constituency groups.

The results of self-assessment are used to enhance and build capacity.

Self-assessment results should be shared with participants and key stakeholders in a manner that meets their unique needs.

What Can You Accomplish?

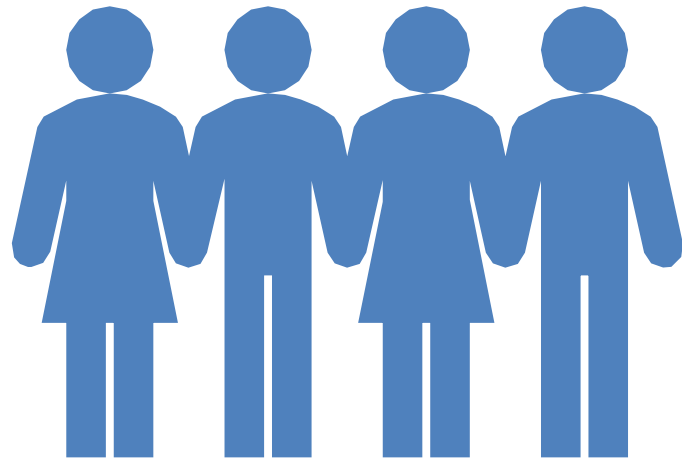
- ▶ insights into areas of strengths and needs of programs with regards to their attention and commitment to cultural and linguistic competency.
- ▶ areas to improve programmatic changes that will enhance cultural and linguistic competence.
- ▶ identification of priorities for staff training and professional development.
- ▶ the determination if youth and family satisfaction can be improved.
- ▶ mobilization of community support for the program.
- ▶ possible areas as to where allocation of new resources are needed.

Theme 1: Governance, Leadership, and Workforce

An Implementation Checklist for the National CLAS Standards

Select your organization's stage of implementation for each practice	Currently implementing	Planning to implement	Not planning to implement at this time
1.2a Identify and designate a CLAS champion or champions, who are supported by the organization's leadership, and whose specific responsibilities include (at a minimum) continuous learning about, promoting, and identifying and sharing educational resources about CLAS and the National CLAS Standards throughout the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2b Create and implement a formal CLAS implementation plan that is (at a minimum) endorsed and supported by the organization's leadership, that describes how each Standard is understood, how each Standard will be implemented and assessed, and who in the organization is responsible for overseeing implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3a Target recruitment efforts to the populations served to increase the recruitment of culturally and linguistically diverse individuals, through actions such as: posting job descriptions in multiple languages in local community media, holding job fairs in the community(ies) served, and/or working with leaders of local community institutions to create mentorship and training programs targeting populations served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3b Create internal organizational mentorship programs, specifically targeting culturally and linguistically diverse individuals, that provide information about and support for additional training opportunities, and that links individuals in junior positions with individuals in senior positions to receive career guidance and advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4a Deliver or make freely available continuous CLAS-related training and technical assistance to leadership and all staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge of Diverse Communities



- The Knowledge of Diverse Communities subscale consists of 11 questions. It concerns knowledge of the identified cultural groups, how they differ internally, and how they differ from the dominant culture. The central focus is organizational policy that takes into consideration cultural beliefs, strengths, vulnerabilities, community demographics, and contextual realities.



Organizational Philosophy

- The Organizational Philosophy subscale consists of 10 items. It involves organizational commitment to the provision of culturally and linguistically competent services and the extent to which it is legitimized in policy. This subscale probes the incorporation of cultural competence into the organization's mission statement, structures, practice models, collaboration with consumers and community members, and advocacy.



Personal Involvement in Diverse Communities

- The Personal Involvement in Diverse Communities subscale consists of 7 items. It concerns the degree to which organizations and their staff demonstrate reciprocity within diverse and ethnic communities. The subscale addresses the extent to which an organization and its staff participate in social and recreational events and purchase goods and services within the communities they serve.

Resources and Linkages

- The Resources and Linkages subscale consists of 4 items. It concerns the ability of an organization and its staff to effectively use both formalized and natural networks of support within culturally diverse communities to develop an integrated primary care, community-based health system. The focus is organizational policy that promotes and maintains such linkages through structures and resources.

The Human Resources subscale consists of 8 items. It involves an organization's ability to sustain a diverse workforce that is culturally and linguistically competent. This subscale probes policy that supports workforce demographics, in-service training/professional development, and related resource allocation.

Human Resources

Clinical Practice

- The Clinical Practice subscale consists of 8 items. It concerns the ability of the organization and its staff to adapt approaches to health care delivery based on cultural and linguistic differences. The focus is on assessment/diagnosis, the provision of interpretation/translation services, use of community-based resources, and adaptation based on literacy and health literacy levels.

Engagement of Diverse Communities

The Engagement of Diverse Communities subscale consists of 3 items. It involves the nature and scope of activities conducted by an agency and its staff to engage diverse communities in health and mental health promotion and disease prevention.



For Next Meeting

Meeting Date (Tentative)	Objective	Assignment
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 ???
Phase 2 – Meeting 1	Using CLC Assessment to determine priority areas for inclusion in CLC Plan	<ul style="list-style-type: none">• Engage Youth and Family members through focus groups, community cafes, etc. in conversation on priority areas for CLC improvement based on Assessment

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 – Phase 1 Meeting 3

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.