

Cultural and Linguistic Competence Assessment Domains and Indicators

Organizational Values

- ❖ Commitment to Cultural Competence Displayed Through Documentation
 - Clear statement of mission that commits to the importance of providing culturally competent services and supports
 - The agency staff is familiar with and understands the mission of the agency
 - Agency “acknowledges that culture is an integral part of the physical emotional, intellectual, and overall development and well-being of children, youth and their families”
- ❖ Staff and Administrator Beliefs
 - Do administrators/service providers/program staff believe cultural differences are important variables in service delivery and treatment
 - Do administrators/service providers/staff embrace empowerment as a desirable outcome for youth and families from diverse communities
 - People within the organization behave in a way that demonstrates an appreciation of and value for diversity
 - People consider the impact of culture and diversity when making decisions
- ❖ Actions Indicative of Beliefs
 - Organization supports involvement with and utilization of the resources of forums promoting cultural competence
 - Organization advocates for accessible, culturally and linguistically appropriate services
 - Agency identifies opportunities for staff to participate in cultural functions and community education activities
 - Agency purchases goods and services from community-based and minority businesses
 - Organizational flexibility in response to needs of the population

Policies/Procedures/Governance

- ❖ Culturally and Linguistically Competent Policies/Procedures
 - Accountability systems and procedures
 - Standards and contractual requirements address cultural competence
 - Written and oral policies/procedures (regarding confidentiality, patient rights and grievance procedures, medication fact sheets, and legal assistance) in the languages of the youth and families
 - Do agency policies and procedures reflect a commitment to culturally competent supports and services

- Formal policies regarding culturally sensitive services (such as use of culture-specific assessment instruments, translation of materials, etc.)
- Documented policy for interpreters
- Documented policy for translation services
- Policies that require outreach to clients/organizations representative of diverse communities
- Policies developed under consultation with youth and family from diverse communities
- Does the organization place cultural competence requirements on contract service providers
- Organization reviews and updates its policies and procedures that address cultural competence as needed
- Consequences for insulting/culturally offensive remarks
- ❖ Governing Body's Investment in Cultural Competence
 - Executives, managers, administrators take responsibility for, and have authority over the development, implementation, and monitoring of the Cultural Competence Plan with involvement of youth and families
 - Standing committee to advise management on cultural competence service matters
 - Community involvement & accountability; Board development; cultural competence policies
 - Committee roles related to PA SOC CLC Standard and National CLAS standards
 - Integration of cultural competence committee or other group with responsibility for cultural competence within organization
 - Dissemination of cultural competence plan throughout the organization

Planning/Monitoring/Evaluation

- ❖ Understanding the Community
 - Geographic depiction of community context
 - Look at visibility, power, money, turf issues, conflicts, collaboration
 - Show linkages between groups
 - Interview/dialogue with key community individuals and institutions to get their perception of your program and your role in the community
 - Know customs/beliefs about mental health
 - Knowledge of health disparities
 - Youth/families/ researchers from diverse cultures contribute to research projects
 - Youth/Family surveys in youth/family preferred languages
- ❖ Cultural Competence Plan
 - Existence of a cultural competence plan
 - Strategies to increase access to services for culturally/linguistically diverse groups
 - Does plan cover all administrative organizational components
 - Does plan have measurable objectives

- Is cultural competence plan disseminated widely throughout the system and county?
- ❖ Agency Demographic Data
 - Demographic information to assess the needs of the service area
 - Identification of cultural, ethnic, racial, linguistic demographic composition of service area, staff, system partners, youth and families
 - Comparison of staff/system partner demographics with youth and family demographics
- ❖ Creation and Evaluation of Specific Programs
 - Do program staff incorporate cultural and historical issues into the goals, objectives, and evaluation of projects
 - Does the agency have short-term and long-term evaluation processes for effectiveness of its programs and policies relative to culturally and linguistically diverse communities
 - What initiatives, programs, or policies have been created based on information regarding staff characteristics
- ❖ Quality Monitoring and Improvement Activities
 - Organizational self-assessment
 - Regular examination of organizational structure and practices that contribute to the provision of culturally competent services and supports
 - Workforce analysis of race/ethnicity/linguistic capacities of direct and contracted providers
 - Self-assessment includes analysis of county population, demographics, poverty level
 - Quality improvement plan focusing on cultural/ethnic/linguistic needs of youth and families and the organization
 - Youth and family input into whether ethnicity/culture and language are appropriately addressed
 - Are staff encouraged to assess their personal feelings, values, and biases about working with people of different cultures?

Communication

- ❖ Intra-Organizational Communication
 - Cultural competence named as a priority by leadership
 - Degree to which staff are encouraged to examine their cross-cultural interactions, either with supervisors or in another forum
- ❖ Communication with Youth and Families
 - Translation/interpretation available
 - Notices, messages, forms, and reports are culturally/linguistically appropriate for the populations (e.g. gender neutral paperwork, culturally representative ethnicity/race selections, inclusive family structure descriptors, etc.)
 - Educational materials (pictures/posters/printed materials/toys) are culturally and linguistically appropriate for consumers and their families
 - Telephone operators communicate in consumers' preferred language

- Organizational physical environment and décor reflects the diverse cultural and linguistic backgrounds of youth and families
- Youth/Family Feedback
 - Does the agency have culturally appropriate ways to elicit and respond to feedback from individuals and families regarding the quality of their services and supports
 - Are youth and their families made aware of how to communicate their complaints or Grievances; Is this information available in languages other than English
- ❖ Making Information Available to the Public
 - Making sure culturally diverse communities in the area are aware of available services
 - Does agency reach out to/communicate with churches, medicine men, ethnic publishers/radio stations; minority businesses; public human service agencies
 - Diverse cultural groups are depicted on agency brochures and media
 - Publication of information on staff diversity, such as directories with ethnic/cultural/linguistic backgrounds of providers

Human Resource Development

- ❖ Recruiting Diverse Staff
 - Comparison of Board/Staff profiles with youth/family/community profiles
 - Agency advertises staff vacancies in culturally/linguistically diverse media and through neighborhood networks
 - Agency requests candidates with experience and skills serving culturally/linguistically diverse youth and families
 - Support Alternative family structures (partner benefits, paternity leave, etc.)
 - Hiring of paraprofessionals that represent the diversity of the community
- ❖ Retaining and Promoting Diverse Staff
 - Accommodation of cultural practices of minority staff
 - Does the organization work to develop the capacity of people of color to assume increasing levels of responsibility
 - Position descriptions for senior management include cultural competence
 - At minimum, agency ensures its compliance with nondiscrimination regulations and laws
- ❖ Cultural Competence Training Programs
 - Administrators/service providers/program staff continuously learn skills, methods, and information that will help them work more effectively with diverse communities
 - Training includes service needs and barriers, beliefs, customs, norms, within-group diversity, and helping resources
 - Staff are given opportunities to become knowledgeable about federal and state statutes and regulations relating to culturally and linguistically diverse populations

- Training in cultural competence falls within general training requirements
- ❖ Evaluation of Staff
 - Testing of proficiency and behavioral health knowledge of interpreters
 - Evaluation of Interpreters solicited from youth and families
 - Evaluation of staffs' cultural competence training needs
 - Cultural competence figures into performance evaluations and advancement opportunities

Community & Consumer Participation

- ❖ Cultural Brokering
 - Agency Collaboration with Community Groups and Businesses
 - Does agency have collaborative partnerships with community to implement county, state and national CLC and CLAS Standards
 - Does agency reach out to churches, medicine men, ethnic publishers/radio stations, minority businesses, public human service agencies
 - Agency collaboration with natural networks of support, such as community-based organizations and natural healers
 - Agency participation in advocacy activities relevant to the community served
 - Community and Consumer Input into Services and Agency Activities
 - Involvement of youth and families in all phases of care
 - Use of community resources and natural supports
 - Representation of persons from diverse backgrounds on policy-making committees/governance boards/board of directors
 - Agency seeks the opinions of the people being served and their families
 - Staff Members/Administrators Personal Involvement with Community
 - Attendance at functions/forums/festivals with communities of color
 - Agency identifies opportunities for staff to participate in cultural functions, community education activities

Facilitation of a Broad Service Array

- ❖ Appropriateness of Services
 - Services Based on Community Culture
 - youth/family/community input into services and programs
 - Use of culturally appropriate diagnostic and assessment tools
 - Use of Client's Cultural Strengths and Resources
 - Natural healers and spiritual healers utilized when appropriate
 - Do service providers embrace empowerment as a desirable treatment outcome for people of color
 - Community and natural supports used for transition/re-integration plans
 - Cross-Cultural Communication in Clinical Interactions

- Use of culturally appropriate interviewing techniques
- Service provider interprets behavior and non-verbal communication in the context of the client's culture and cultural group history in relation to social services
- Incorporation of cultural issues into case plans
- Do service providers routinely assess the degree of stress on persons of color arising from race relations and social structures → Acculturative Stressors
- Management of Care
 - Is the management of the services for people from different groups compatible with their ethnic/cultural background
 - Does the length and level of care meet the needs of clients/consumers from different cultural backgrounds
- ❖ Accessibility of Services
 - Supports That Allow Consumers to Use Services
 - Continuity of Care

Organizational Resources

- ❖ Community-based Resources
 - Access to the expertise of community leaders, elders, key informants, consultants, extended family members, “and other resource persons” in planning programs and delivering services
- ❖ Database Systems
 - Computerized database systems documenting the ethnic/cultural characteristics of staff and consumers
- ❖ Financial Resources
 - Financial support for cultural competence activities and supports
 - Fiscal support for interpretation/translation services
 - Percentage of paid and volunteer services
- ❖ Language and Communication Capacity
 - Types of translated materials and interpretation services
 - Hearing-impaired technologies
 - Number of interpreters and bilingual staff available
 - Funds for language services
- ❖ Materials
 - Resources such as media, ethnically/culturally oriented literature, publications, guides, service directories, and service manuals
 - Culturally and linguistically appropriate educational materials and consumer/family surveys
 - Updated list of culturally and linguistically diverse media contacts and organizations