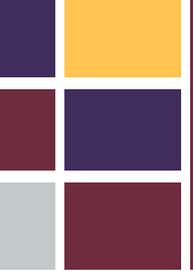


The National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care

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Office of the Assistant Secretary for Health
U.S. Department of Health and Human Services, Region VII

June 7, 2018

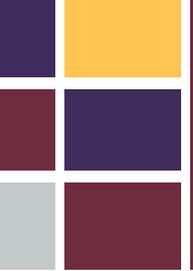




Presentation Overview

- Review of the National CLAS Standards
- Discuss the importance of conducting organizational assessments
- Highlight CLAS activities related to organizational assessments
- Discuss Cultural Competency Continuum





Office of the Assistant Secretary for Health (OASH)

Mission

The mission of the Office of the Assistant Secretary for Health (OASH) is to optimize the nation's investment in health and science to advance health equity and improve the health of all people.

Public Health Offices

OASH oversees several core public health offices — including the Office of the Surgeon General and the U.S. Public Health Service Commissioned Corps — as well as 10 regional health offices across the nation and presidential and secretarial advisory committees.



Map of the 10 Regions



Regional OASH Public Health Offices

- **Office of HIV/AIDS and Infectious Disease Policy (OHAIDP):** The Office of HIV/AIDS and Infectious Disease Policy is responsible for coordinating, integrating, and directing the Department's policies, programs, and activities related to HIV/AIDS, viral hepatitis, other infectious diseases of public health significance, and blood safety and availability.
- **Office of Minority Health (OMH):** Addresses health status and quality of life for minority populations in the United States.
- **Office of Population Affairs (OPA):** Advises on issues related to family planning and population affairs.
- **Office on Women's Health (OWH):** Improves the health of American women by advancing a comprehensive women's health agenda throughout HHS.



HHS Office of Minority Health

OMH Mission

To improve the health of racial and ethnic minority populations through the development of health policies and programs that will help eliminate health disparities.

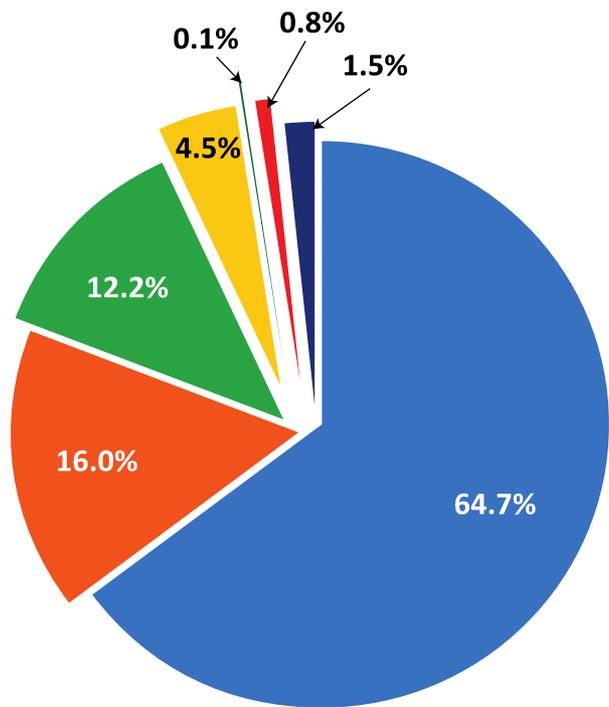
Statutory Authority:
Public Health Service Act §1707
([42 U.S.C. §300u-6](#))

www.minorityhealth.hhs.gov

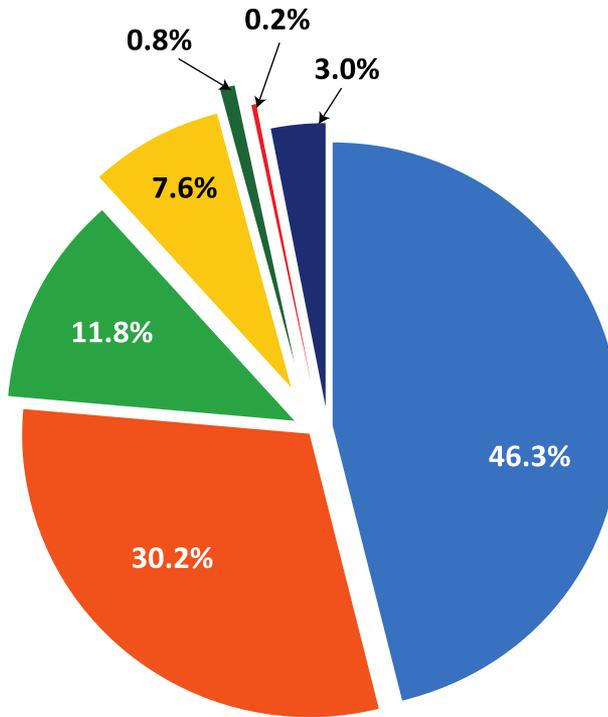
OMH Functions



Distribution of U.S. Population by Race/Ethnicity, 2010 and 2050



2010
Total = 310.2 million



2050
Total = 439.0 million

- White, Non-Hispanic
- Hispanic
- African-American, Non-Hispanic
- Asian
- Native Hawaiian and Pacific Islander
- American Indian/Alaska Native
- Two or More Races

NOTES: All racial groups non-Hispanic. Data do not include residents of Puerto Rico, Guam, the U.S. Virgin Islands, or the Northern Marina Islands. Totals may not add to 100%.
SOURCE: Kaiser Family Foundation, based on <http://www.census.gov/population/www/projections/downloadablefiles.html> U.S. Census Bureau, 2008, Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States: July 1, 2000 to July 1, 2050.

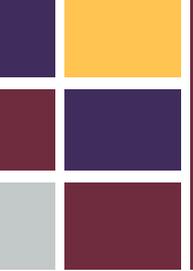


The National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care

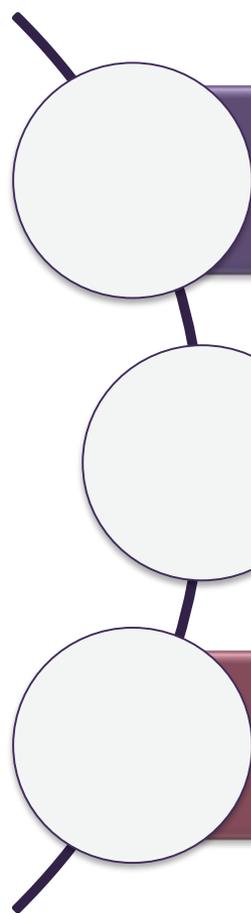


- Published by the HHS Office of Minority Health: 2000
- Enhancement Initiative: 2010-2013
- Re-published: 2013





The Purpose of the *National CLAS Standards*



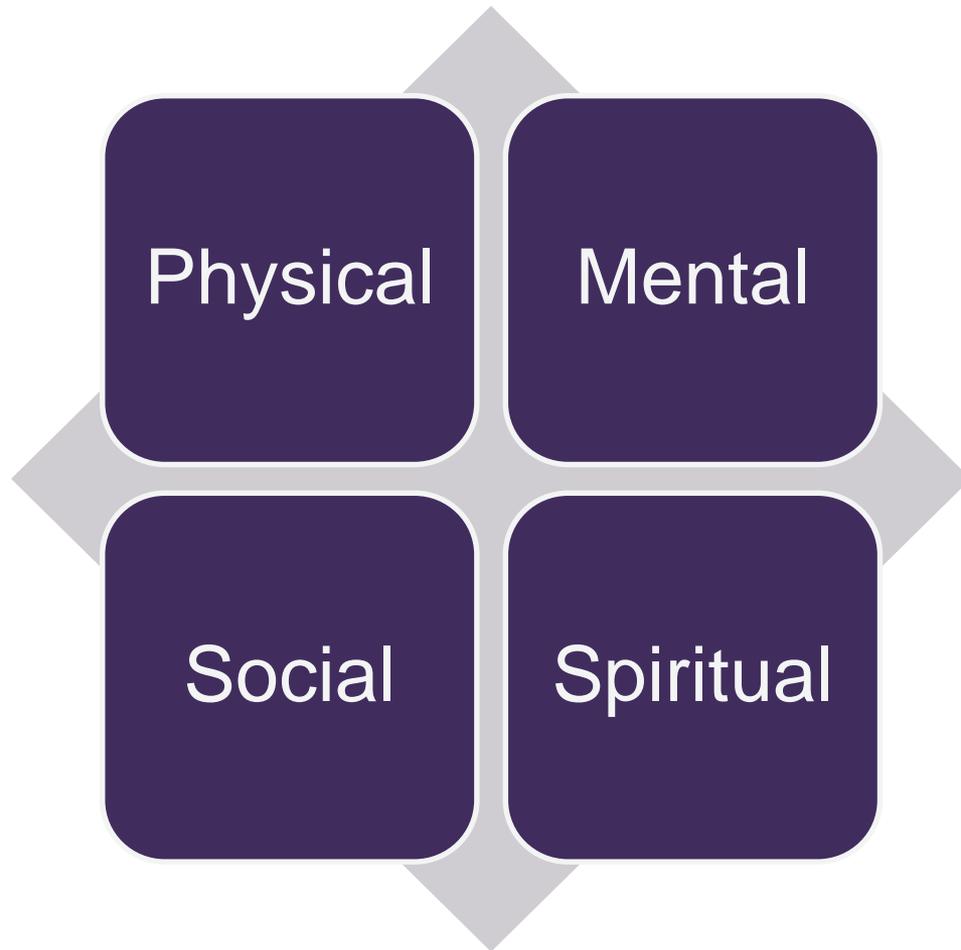
Advance health equity

Improve quality of services

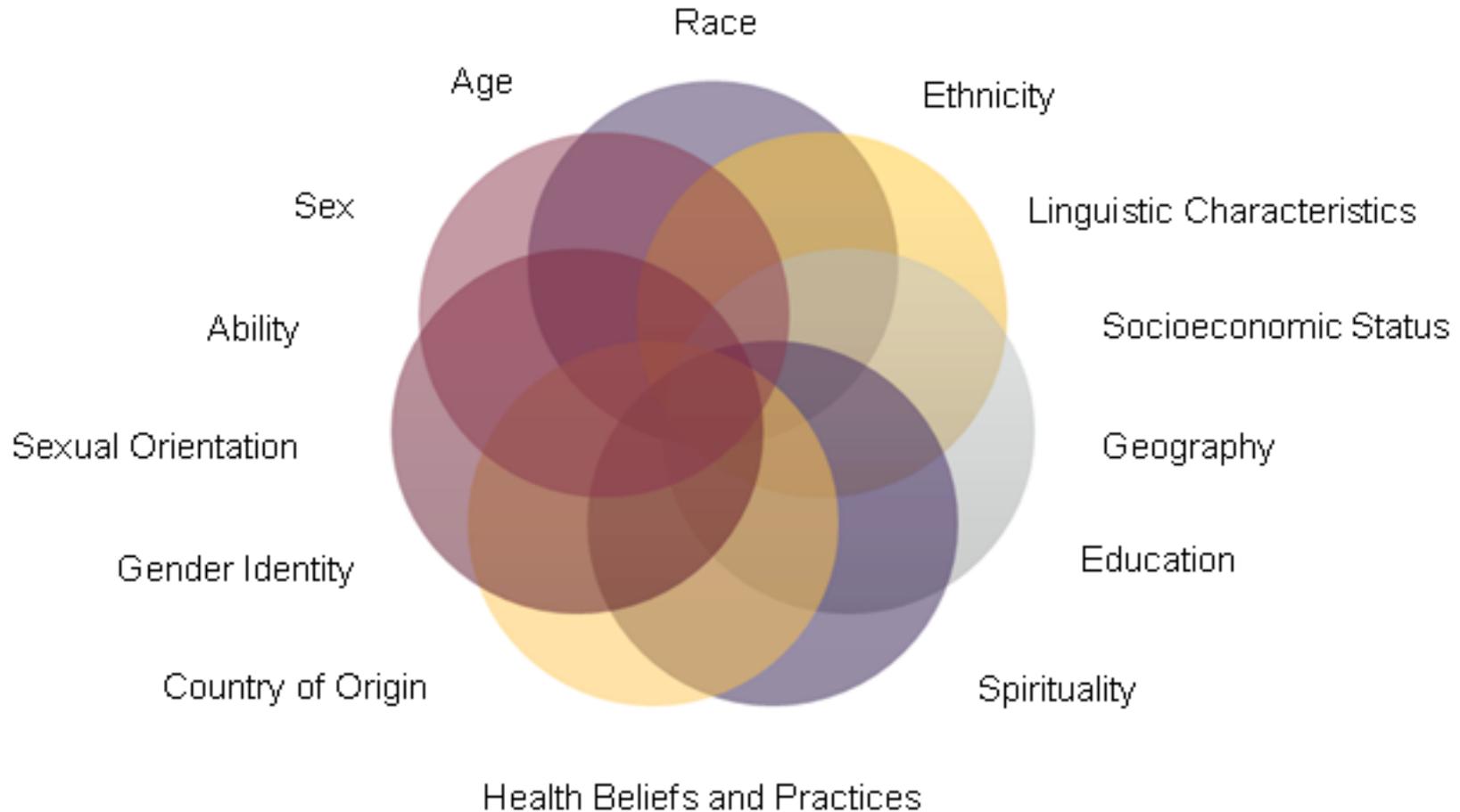
Help eliminate disparities

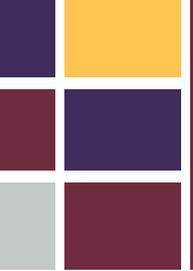


Health



Snapshot of Elements of Culture





The *National CLAS Standards*

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

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.



Theme 1: Governance, Leadership, and Workforce



governance

leadership

workforce



Standards on Governance, Leadership, and Workforce

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.



Theme 2: Communication and Language Assistance

Communication & Language Assistance



multimedia



spoken



signed



written



Standards on Communication and Language Assistance

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.



Theme 3: Engagement, Continuous Improvement, and Accountability



engagement

continuous
improvement

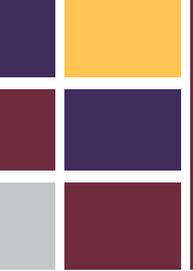
accountability



Standards on Engagement, Continuous Improvement, and Accountability

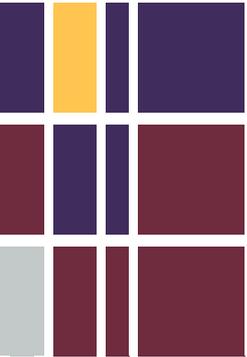
9. Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations.
10. Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement 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.





Standards on Engagement, Continuous Improvement, and Accountability

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.



CLAS Organizational Assessments



CLAS Organizational Assessment

Why Conduct an Organizational Assessments?

- Increase awareness within the organization of unique group characteristics to ensure service access and treatment and to better market itself to diverse populations
- Increase the depth, clarity, and concrete action steps in strategic planning for National CLAS Standards Implementation
- Examine factors that might enable or impede a service delivery system's effectiveness and performance development of partnerships with a stated purpose of National CLAS Standards Implementation
- Implement ongoing assessments to monitor progress and opportunities in addressing cultural and linguistic competence care



CLAS Organizational Assessment

CLAS-related Continuous Quality Improvement Measures

- Accessibility of interpreter services
- Effectiveness of cultural and linguistic competency training for providers and nonclinical staff
- Difference in the use of services among diverse populations
- Impact of culturally and linguistically competent service provision on health outcomes and health status and on individuals' satisfaction

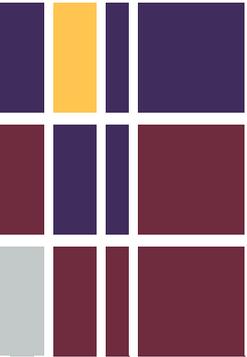


CLAS Organizational Assessment

Organizational Assessment Tools

- CLAS Survey of Healthcare Professionals. Nebraska Department of Health and Human Services:
<http://dhhs.ne.gov/publichealth/Documents/CLASSurvey05.pdf>
- Conducting a Cultural Competence Self- Assessment. Andrulis, Dennis, et. al: <http://erc.msh.org/provider/andrulis.pdf>
- Tools for Assessing Cultural Competence. NCBI:
<https://www.ncbi.nlm.nih.gov/books/NBK248429/>
- Race Matters: Organizational Self-Assessment. Annie E. Casey Foundation: <http://www.aecf.org/resources/race-matters-organizational-self-assessment/>





Compendium of State – Sponsored National CLAS Standards Implementation Activities



Compendium of State – Sponsored National CLAS Standards Implementation Activities

- Compilation of National CLAS Standards implementation activities undertaken by state agencies
- Part 1 provides a brief introduction to the National CLAS Standards, discusses methods used to identify National CLAS Standards implementation activities, summarizes the finding, and offers recommendations for enhancing state/territory – sponsored implementation of the National CLAS Standards
- Part 2 presents the detailed finding for each state, serving as a resource on existing models of implementation

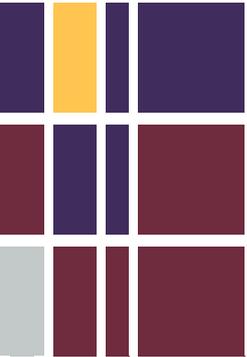


Compendium of State – Sponsored National CLAS Standards Implementation Activities

Activity Findings

- Integration of the National CLAS Standards into organizational plans and policies such that specific action steps are proposed for implementing them;
- Development of partnerships with a stated purpose of National CLAS Standards Implementation
- Training and technical assistance developed and delivered with specific reference to the National CLAS Standards and with a primary focus on their content; and
- Dissemination of the National CLAS Standards through conferences, presentations, and Web design that goes beyond linking to the OMH website or replication of the list of National CLAS Standards





Examples of CLAS Implementation Activities



Working with CLAS: Massachusetts Department of Public Health

- Established CLAS Initiative Subcommittees
- Established Department Standards for Collection of Race, Ethnicity, and Language Data
- Developed a Language Access Plan
- Developed a Web-based CLAS training series for staff
- Developed a CLAS Assessment Tool for programs in Dept.

For more information:

<http://www.mass.gov/eohhs/gov/departments/dph/programs/admin/health-equity/clas/making-clas-happen.html>



Suffolks (NY) Department of Health Services

- Completed a series of self assessment surveys at each of 8 affiliated community health centers
- Incorporated CLAS language into Dept. mission statement and process for development of policies and procedures
- Distributed information about the CLAS Standards to 1,500 Dept. employees
- Included workforce diversity and cultural competency training in the Dept.'s Strategic Plan
- Provided formal medical interpreter training for bilingual staff

For more information:

<http://archived.naccho.org/topics/modelpractices/database/practice.cfm?PracticeID=528>

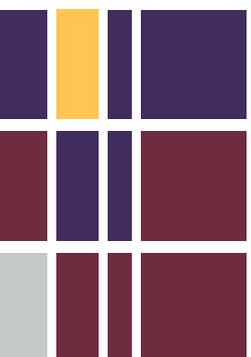
Nebraska Office of Health Disparities and Health Equity

- Incorporated the National CLAS Standards Implementation into the Strategic Plan
- Conducted an organizational assessment of more than 200 health care providers
- Conducted the Reaching Racial/ Ethnicity Minorities with Health Education Needs Assessment
- Integrated the National CLAS Standards into its System of Care Strategic Planning Project
- Maintains a webpage dedicated to the National CLAS Standards

For more information:

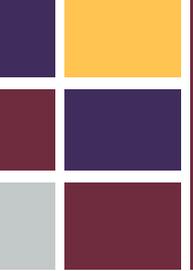
http://dhhs.ne.gov/publichealth/pages/healthdisparities_clas_standards.aspx





Cultural Competency Continuum





Cultural Competency Continuum

Activity 1: Cultural Competence Continuum

Adapted by: The National Conference for
Community and Justice of Metropolitan St.
Louis

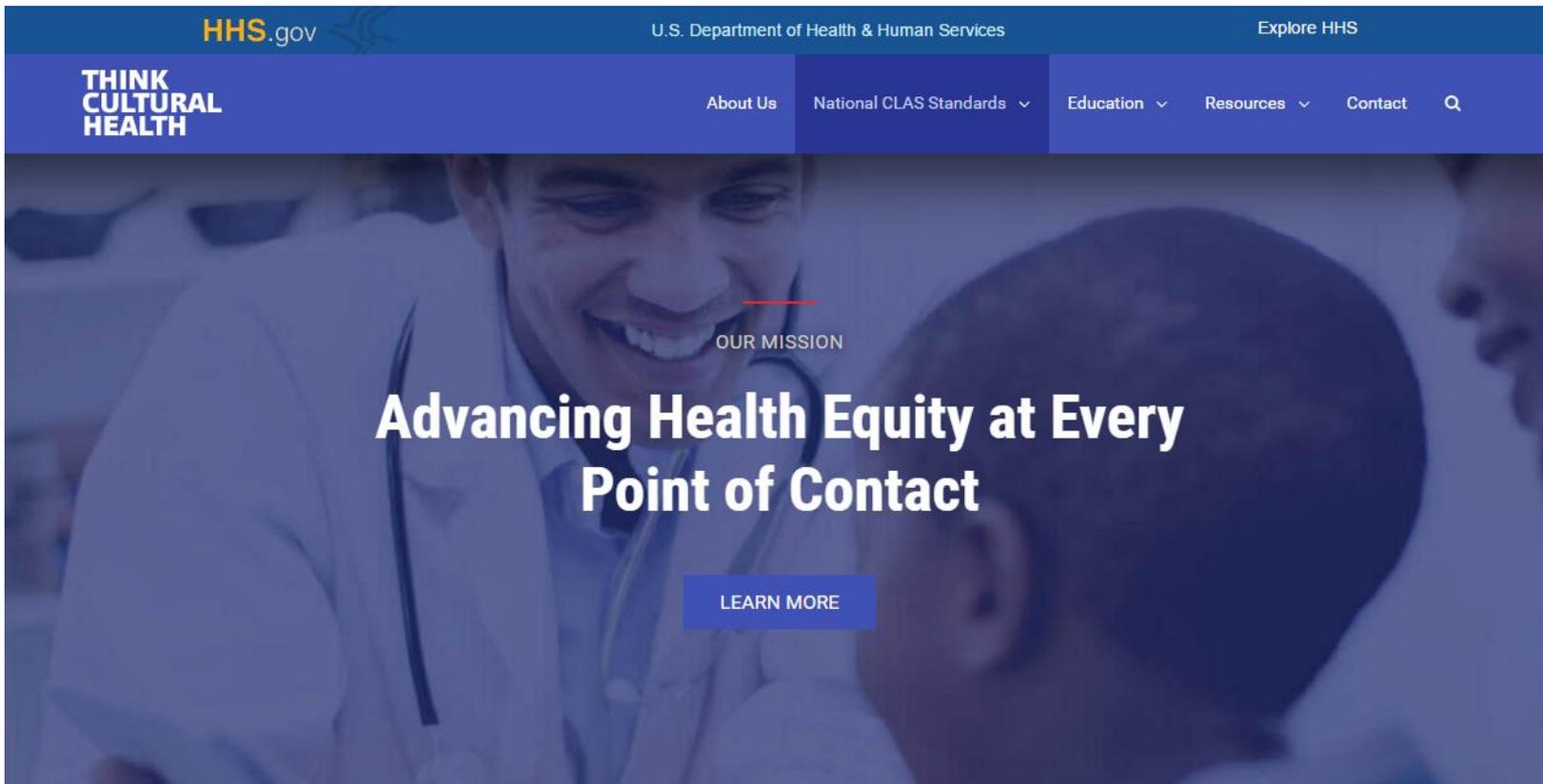


Cultural Competency Continuum



Think Cultural Health

www.ThinkCulturalHealth.hhs.gov



Think Cultural Health Continuing Education Resources

E-Learning Programs

A Physician's
Practical Guide
to Culturally
Competent
Care*

Culturally
Competent
Nursing Care:
A Cornerstone
of Caring*

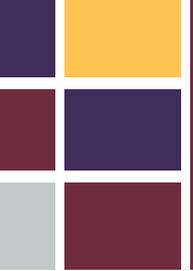
Cultural
Competency
Curriculum for
Disaster
Preparedness
and Crisis
Response*

Cultural
Competency
Program for
Oral Health
Professionals*

Promoting
Healthy
Choices and
Community
Changes

*Accredited

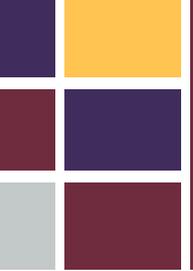




Think Cultural Health Additional Resources

- Communication and Language Assistance Guide
- CLAS Clearinghouse
- Quarterly E-newsletter





OMH Resources

**HHS Office of Minority Health
Email Updates and Newsletters**

www.minorityhealth.hhs.gov

**Compendium of State-sponsored
National CLAS programs**

<https://www.thinkculturalhealth.hhs.gov/assets/pdfs/CLASCompendium.pdf>



Questions



Contact

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