



Planning for Cultural and Linguistic Competence in State Title V Programs...

serving children and youth with special health care needs and their families

National Center for Cultural Competence

Mission

To increase the capacity of health care and mental health programs to design, implement and evaluate culturally and linguistically competent service delivery systems.

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Overview/Purpose

The vision statement for the Maternal and Child Health Bureau (MCHB) Health Resources and Services Administration, U.S. Department of Health and Human Services, is “...to shape a future America in which there is equal access for all to quality health care in a supportive, culturally competent environment, which is family-centered and community based; and health disparities by racial, ethnic and social status have been eliminated.”

The Title V Maternal and Child Health Services Block Grant application requires State Title V programs to report annual progress on key maternal and child health indicators and planning activities as well as to conduct a statewide needs assessment every five years. Cultural and linguistic competence is integral to planning, providing and evaluating direct health care, and enabling and population-based services. This approach is also an essential aspect of infrastructure building. It is expected that MCHB will include cultural and linguistic competence in the next revision of the Block Grant Guidance.

In support of MCHB's vision, the National Center for Cultural Competence (NCCC) developed this checklist to assist State Title V programs in incorporating cultural and linguistic competence into all aspects of programs serving children and youth with special health care needs and their families. The checklist is intended for use (1) in strategic planning, (2) in the design and delivery of services and supports, and (3) for quality assurance and evaluation.

CORE FUNCTIONS

What we do...

To serve culturally and linguistically diverse groups effectively and appropriately, the agency/program:

- performs both needs *and* asset assessments with the culturally and linguistically diverse groups in the state,
 - develops and administers policy in partnership with families, youth and/or primary consumers,
 - designs services and supports to meet the needs of culturally and linguistically diverse groups (e.g., family driven and community-based; flexible times, service hours, or appointments; language access services; culturally-based advocacy; use of cultural brokers, traditional healers, culture-specific assessments, interventions and treatment, and participatory action research),
 - uses appropriate strategies to address barriers to the design and delivery of services and supports (e.g., staff attitude and manner, service hours, service location, language, insurance, lack of knowledge about diverse cultural groups, lack of knowledge of availability of services, stigma associated with special health care needs or disabilities, and fear and distrust of the service system),
 - collects and analyzes data according to different cultural groups (e.g., race, ethnicity, tribal/clan affiliation, language, age, gender, sexual orientation, geographic locale, religion, immigration/refugee status, socioeconomic status, literacy levels, and environmental factors affecting health),
 - uses data as described above to identify and/or modify goals and objectives to eliminate racial and ethnic disparities among children with special health care needs in the state, and
 - evaluates and monitors quality of services and supports (e.g., through use of family and youth satisfaction surveys, focus groups, comparative analysis, policy teams that include families and youth and chart reviews).
- The agency/program uses self-identification as an approach to collect, report, and evaluate data for individuals from diverse cultural and linguistic groups.
 - The agency/program has clearly written, consistently implemented, and effective policies/guidelines to incorporate *cultural competence* into all core functions listed above.
 - The agency/program has clearly written, consistently implemented, and effective policies/guidelines to incorporate *linguistic competence* into all core functions listed above.
 - The agency/program has the capacity to survey current research findings and determine their implications for policy making and the use of evidence-based practices in the design and delivery of services and supports for culturally and linguistically diverse groups.

HUMAN RESOURCES & STAFF DEVELOPMENT

Who we are...

The agency/program:

- employs a diverse, culturally and linguistically competent workforce.
 - provides preservice and inservice training and professional development activities for governing boards and all staff to ensure understanding and acceptance of program values, principles, and practices governing cultural and linguistic competence (including families, youth, and peer professionals, etc.);
 - provides orientation training, mentoring, and other supports for all volunteers to ensure understanding and acceptance of program values, principles, and practices governing cultural and linguistic competence; and
 - incorporates areas of awareness, knowledge, and skills in cultural and linguistic competence into position descriptions and performance evaluations for all staff.
- The agency/program has clearly written, consistently implemented and effective policies/guidelines to incorporate *cultural competence* into human resources and staff development.
 - The agency/program has clearly written, consistently implemented and effective policies/guidelines to incorporate *linguistic competence* into human resources and staff development.

FISCAL RESOURCES & ALLOCATION

Where the money goes...

The agency/program's allocation of fiscal resources is sufficient to meet the unique access and service needs and preferences of culturally and linguistically diverse populations in:

- system-wide planning (e.g., program planning, needs and asset assessments, interagency collaboration, blended funding, and system-wide vision, philosophy, and policy),
 - program implementation and the system-wide delivery of services and supports,
 - the collection and analysis of data categories that are useful and reflect the actual diversity among cultural and linguistic groups in the state, and
 - program evaluation and monitoring, quality assurance, and evaluation (e.g., family and youth satisfaction measures, and tracking and surveillance data and protocols).
- The agency/program facilitates employment and exchange of goods and services within local communities.
 - The agency/program has clearly written, consistently implemented and effective policies/guidelines to incorporate *cultural competence* into the allocation of fiscal resources that address the service needs of culturally and linguistically diverse groups.
 - The agency/program has clearly written, consistently implemented and effective policies/guidelines to incorporate *linguistic competence* in the allocation of fiscal resources that address the service needs of culturally and linguistically diverse groups.

COLLABORATION & COMMUNITY ENGAGEMENT

Who our partners are...

The agency/program or collaborative partners with the following groups to plan, deliver and evaluate the system-wide delivery of services and supports:

- culturally and linguistically diverse families;
- family and youth organizations and related advocacy groups;
- natural, informal support and helping networks within diverse communities; and
- local, regional and national organizations that provide technical assistance on cultural and linguistic competence (e.g. ethnic-specific organizations, family organizations, centers of excellence, research and training centers, and advocacy organizations).

The agency/program reviews periodically current and emergent demographic trends to:

- determine whether community partners are representative of the diverse populations in the state and
 - identify new collaborators and potential opportunities for community engagement.
- The agency/program has clearly written, consistently implemented and effective policies/guidelines to support collaboration and community engagement within diverse communities.

CONTRACTS

Whom we entrust to deliver services and supports...

The agency/program incorporates specific requirements and/or measurable objectives for cultural and linguistic competence into contracts such as:

- the capacity to conduct needs and asset assessments of communities and families served;
 - experience in developing outreach and community engagement strategies in collaboration with diverse families and communities;
 - the ability to create and deliver specialized services and supports that are appropriate for diverse groups;
 - assurances that the staff/workforce has the knowledge and skills necessary to serve the culturally and linguistically diverse populations in the state or geographic locale;
 - structures for staff/workforce to receive training and/or professional development activities in cultural and linguistic competence;
 - experience in employing family members of children with special health care needs in varied capacities;
 - the capacity to collaborate and engage families and natural, informal support and helping networks within diverse communities;
 - the capacity to conduct culturally-based advocacy efforts with and on behalf of diverse communities; and
 - the means to collaborate with local/national organizations and other groups who provide technical assistance.
- The agency/program has policies and structures to ensure the accountability of contractors and subcontractors to (1) adhere to requirements and meet measurable objectives such as those cited above and (2) conduct performance monitoring at regular intervals.

NCCC'S CONCEPTUAL FRAMEWORKS, DEFINITIONS AND GUIDING VALUES & PRINCIPLES

Culture

Culture is an integrated pattern of human behavior, which includes but is not limited to—thought, communication, languages, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious, social or political group; the ability to transmit the above to succeeding generations; dynamic in nature (NCCC, 2001).

Cultural Competence

The NCCC embraces a conceptual framework and model for achieving cultural competence adapted from the work of Cross et al. (1989). The NCCC uses this framework and model to underpin all its activities. Cultural competence requires that organizations:

- have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures that enable them to work effectively cross-culturally;
- have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve; and
- incorporate the above into all aspects of policymaking, administration, practice, and service delivery and involve systematically consumers, key stakeholders and communities.

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum.

Linguistic Competence

Linguistic competence is the capacity of an organization and its personnel to communicate effectively and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities. This may include, but is not limited to, the use of:

- bilingual/bicultural staff;
- cultural brokers;
- foreign language interpretation services including distance technologies;
- sign language interpretation services;
- multilingual telecommunication systems;
- TTY or TDD;
- assistive technology devices;
- computer assisted real-time translation (CART) or viable real-time transcriptions (VRT);
- print materials in easy-to-read, low literacy picture and symbol formats;
- materials in alternative formats (e.g. audiotape, Braille, and enlarged print);
- varied approaches to share information with individuals who experience cognitive disabilities;
- materials developed and tested for specific cultural, ethnic and linguistic groups;
- translation services including those of;
 - legally binding documents (e.g. consent forms, confidentiality and patient rights statements, release of information, and applications)
 - signage
 - health education materials
 - public awareness materials and campaigns; and
- ethnic media in languages other than English (e.g. television, radio, Internet, newspapers, and periodicals).

The organization must have policies, structures, practices, procedures, and dedicated resources to support this capacity. (Goode & Jones, revised August 2003)

Guiding Values & Principles

Organizational

- Systems and organizations must sanction, and in some cases mandate the incorporation of cultural knowledge into policy making, infrastructure and practice.*
- Cultural competence embraces the principles of equal access and non-discriminatory practices in service delivery.*

Practice & Service Design

- Cultural competence is achieved by identifying and understanding the needs and help-seeking behaviors of individuals and families.*
- Culturally competent organizations design and implement services that are tailored or matched to the unique needs of individuals, children, families, organizations and communities served.*
- Practice is driven in service delivery systems by culturally preferred choices, not by culturally blind or culturally free interventions.*
- Culturally competent organizations have a service delivery model that recognizes mental health as an integral and inseparable aspect of primary health care.

Community Engagement

- Cultural competence extends the concept of self-determination to the community.*
- Cultural competence involves working in conjunction with natural, informal support and helping networks within culturally diverse communities (e.g. neighborhood, civic and advocacy associations; local/neighborhood merchants and alliance groups; ethnic, social, and religious organizations; and spiritual leaders and healers).*
- Communities determine their own needs.†
- Community members are full partners in decision making.†
- Communities should economically benefit from collaboration.†
- Community engagement should result in the reciprocal transfer of knowledge and skills among all collaborators and partners.†

Family & Consumers

- Family is defined differently by different cultures.◇
- Family as defined by each culture is usually the primary system of support and preferred intervention.◇
- Family/consumers are the ultimate decision makers for services and supports for their children and/or themselves.◇

* Adapted from Cross T. et al., 1989.

† “Other Guiding Values and Principles for Community Engagement” and “Family & Consumers” are excerpts from the work of Taylor, T., & Brown, M., 1997, Georgetown University Child Development Center, (GUCDC) University Affiliated Program, and

◇ “Promoting Cultural Diversity and Cultural Competency- Self Assessment Checklist for Personnel Providing Services and Supports to Children with Disabilities & Special Health Care Needs Goode, T., 2002, NCCC, GUCDC.

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Contributors & Work Group Members

The checklist was developed by Clare Dunne, Suganya Sockalingam, and Tawara D. Goode of the National Center for Cultural Competence (NCCC). The NCCC wishes to acknowledge others who contributed both to the process and product. The checklist builds upon the NCCC's experience in developing tools and instruments for organizational self-assessment, including the work of James Mason, NCCC Senior Consultant, who created the *Cultural Competence Self-Assessment Questionnaire*. Additionally, contributions were made by Larke Huang and Girlyn Arganza, of the Georgetown University Center for Child and Human Development.

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About the National Center for Cultural Competence



The mission of the National Center for Cultural Competence (NCCC) is to increase the capacity of health care and mental health programs to design, implement and evaluate culturally and linguistically competent service delivery systems. The NCCC conducts an array of activities to fulfill its mission including: (1) training, technical assistance and consultation; (2) networking, linkages and information exchange; and (3) knowledge and product development and dissemination.

Major emphasis is placed on policy development, assistance in conducting cultural competence organizational self-assessments, and strategic approaches to the systematic incorporation of culturally competent values, policy, structures and practices within organizations.

The NCCC is a component of the Georgetown University Center for Child and Human Development (GUCCHD) and is housed within the Department of Pediatrics of the Georgetown University Medical Center. It is funded and operates under the auspices of Cooperative Agreement #U93-MC-00145-09 and is supported in part from the Maternal and Child Health program (Title V, Social Security Act), Health Resources and Services Administration, Department of Health and Human Services (DHHS). During the term of the Cooperative Agreement, the NCCC shared partnerships with *two* Federal departments, *two* Federal administrations, *one* Federal agency and *nine* of their respective bureaus, divisions, branches, offices, institutes, and programs. The NCCC conducts a collaborative project under the auspices of another Cooperative Agreement with the GUCCHD and the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, DHHS. Lastly the NCCC has contracts with private sector organizations.

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