



Benchmarks, Measures & Frameworks at the Nexus of Cultural and Linguistic Competence and Disability

Learning and Reflection Forum

May 16, 2019



PRESENTERS

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OBJECTIVES

Participants will:

1. Describe relevant constructs, tools, and frameworks to assess cultural and linguistic competence (CLC) in their organizations and within intellectual and developmental disabilities (IDD) networks.
2. Apply the examples shared by the panelists to inform their work in CLC and cultural diversity within their respective organizations.
3. Identify useful frameworks and practices to lead the work of measuring and documenting progress in advancing CLC in their organizations and IDD networks.

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What is the literature telling us?

State of the Current Literature



- Limited peer-reviewed literature on benchmarking and performance measures for cultural and linguistic competence (CLC)
 - A few articles focused on systems of care for children’s mental health
 - None that examined the intersection of CLC with organizations and networks that serve individuals with intellectual and developmental disabilities (IDD)
- Lack of clarity and consistency in how terms are used in the human services field
- Currently no national performance measures for CLC in IDD networks

Organizations need to create their own metrics to assess progress on CLC.

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Terminology & Definitions

Benchmarking

There are an array of definitions for benchmarking. The following share common elements.

Benchmarking

Is a measurement of the quality of an organization's policies, products, programs, strategies, etc., and their comparison with standard measurements, or similar measurements of its peers.¹

Objectives are (1) to determine what and where improvements are called for, (2) to analyze how other organizations achieve their high performance levels, and (3) to use this information to improve performance.¹

¹ <http://www.businessdictionary.com/definition/benchmarking.html>

Performance Measures

Are objective, quantifiable metrics that assess different aspects of an organization’s operations.²

The often measure customer, consumer, client, or family satisfaction, quality of services, productivity, and/or efficiency.

Indicators

Are specific metrics that are used to assess performance.²

Are indirect measures or predictors of performance.³

² Poister, T. H. (2008). *Measuring performance in public and nonprofit organizations*. John Wiley & Sons.

³ <http://www.businessdictionary.com/definition/measure.html>

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Importance of Benchmarking and Performance Measurement for CLC



- Gain an independent perspective about your organization's CLC performance
- Drill down into performance gaps to identify areas for improvement in CLC
- Develop a standardized set of processes and metrics for CLC
- Enable a mindset and “culture” of continuous improvement for CLC
- Set performance expectations for CLC
- Monitor organization's CLC performance and manage change

Data Source: Adapted with permission from Competitive Solutions, Inc. The Benefits of Benchmarking. <http://csipbl.com/6-benefits-benchmarking/> on 5/14/19



POLLING QUESTION 1

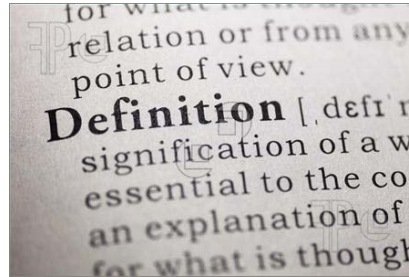
What aspects of measurement has your organization used for cultural and linguistic competence?

- | | | |
|------------------------------------|------------------------------|-----------------------------|
| Established a benchmarking process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Established performance measures | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Identified indicators | <input type="checkbox"/> Yes | <input type="checkbox"/> No |



Definitions and Conceptual Frameworks

Cultural Competence & Linguistic Competence



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The Developmental Disabilities Assistance and Bill of Rights Act of 2000



SEC. 102. DEFINITIONS. [42 USC 15002]

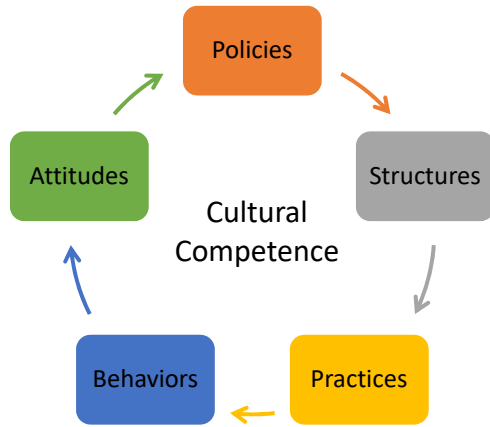
The term ***cultural competence*** means services, supports or other assistance that are conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language and behaviors of individuals who are receiving services, and in a manner that has the greatest likelihood of ensuring their maximum participation in the program.

Source: Retrieved on 4/24/19 from http://www.acl.gov/Programs/AIDD/DDA_BOR_ACT_2000/p2_t1_subtitleA.aspx

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Cultural Competence Conceptual Framework



Cultural competence requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally.

Adapted from Cross, Bazron, Dennis & Isaacs, 1989.

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Five Elements of Cultural Competence

ORGANIZATIONAL LEVEL

- 1 • value diversity
- 2 • conduct self-assessment
- 3 • manage the dynamics of difference
- 4 • embed/institutionalize cultural knowledge
- 5 • adapt to diversity (values, policies, structures & services)

(Cross, Bazron, Dennis and Isaacs, 1989)

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ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

These five elements must be manifested at every level of an organization or system including:



and reflected in its attitudes, structures, policies, practices, and services.

Adapted from Cross, Bazron, Dennis, & Isaacs, 1989

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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 groups including persons of limited English proficiency, those who are not literate or have low literacy skills, individuals with disabilities, or those who are deaf or hard of hearing
- requires organizational and provider capacity to respond effectively to the health literacy and mental health literacy needs of populations served
- ensures policy, structures, practices, procedures and dedicated resources to support this capacity



Goode & Jones, Revised 2009, National Center for Cultural Competence

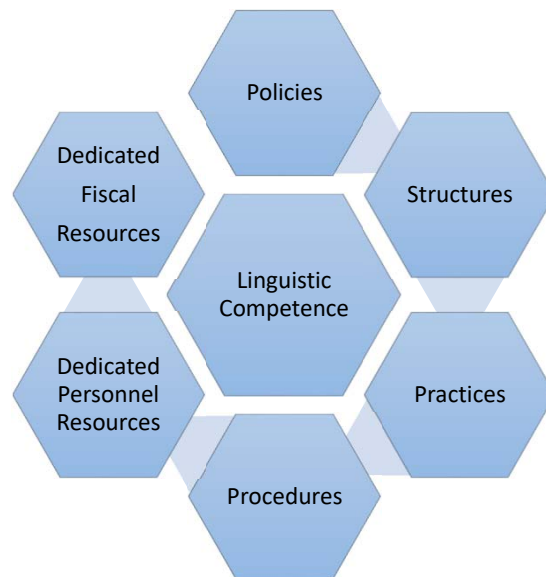
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Linguistic Competence

Consider elements of the linguistic competence framework for potential

- measures
- benchmarks
- indicators



Goode & Jones, Revised 2009, National Center for Cultural Competence

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Cultural and Linguistic Competence Assessment for Disability Organizations



Our World View

- Organization's world view of cultural diversity and approaches to inclusion and equity
- The extent to which his world view guides organizational behavior and is established policy
- Organization's philosophy, values, and commitment to cultural and linguistic competence

Who We Are

- Examines the cultural diversity of staff, board members, and others who do the work of the organization
- Probes training and ongoing professional development needed to support cultural and linguistic competence

What We Do

Application to core functions: (1) Conferences, Education, Training, (2) Public Policy, Legislation and Advocacy, (3) Community Engagement, Partnership, and Collaboration, (4) Publications and Information Dissemination, (5) Fundraising and Grant Writing, (6) Supporting a Research Agenda, and (7) Direct Services and Supports

How We Work

- How CLC is applied to the structure, funding, and leadership activities of the organization

Goode, T., Trivedi, P., & Jones, W. (2010). Cultural and Linguistic Competence Assessment for Disability Organization. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

<https://nccc.georgetown.edu/documents/NCCC-CLCADO-Assessment.pdf>

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National Culturally and Linguistically Appropriate Service Standards CLAS Standards

Consider the
CLAS Standards
as a framework



Standard 1

Principal Standard

Standards 2-4

Governance, Leadership & Workforce

Standards 5-8

Communication & Language

Standards 9-15

Engagement, Continuous Improvement & Accountability

<https://www.thinkculturalhealth.hhs.gov/clas/standards>

Now let's hear from



Bruce Keisling



Diana Autin



Benchmarks, Measures & Frameworks at the Nexus of Cultural and Linguistic Competence and Disability

Bruce L. Keisling, Ph.D.

Executive Director

Shainberg Chair in Developmental Pediatrics



Brief Portrait of Racial / Ethnic Diversity in Memphis

- Shelby County is majority African-American (53.3%) and home to 45% of TN's African-American citizens
- 71% of Memphis children are African-American; 17% are Caucasian. In Shelby County, the trend is similar but less pronounced (58% and 29%, respectively)
- Memphis is one of the poorest metropolitan areas in the country. 44% of Memphis children, double the national average, live in poverty
- TN's Latino population has the third fastest growth rate of any state in the nation. The Latino population in west TN is largely comprised of recent Mexican immigrants; 18% of the total state population lives in Memphis / Shelby Co.

Bruce Keisling, Boling Center for Developmental Disabilities, 2019



Find, Allocate and Share Funding to Form New Partnerships



- Administration Community for Living (ACL) Partnership Planning grant with LeMoyne-Owen College (HBCU)



- ACL Diversity Fellowship with University of Memphis (MIS) Institute on Disability

- Reapportioned UCEDD funding to expand engagement with and services for the Latino Community

Bruce Keisling, Boling Center for Developmental Disabilities, 2019

Create Partnerships within the University

- Create Opportunities to Share Power and Responsibility
- Investigate Preconceived Institutional Conventions
- Connect with Existing Campus Resources
- Consultation with University HR, Office of Equity & Diversity, Disability Office to identify strategies and practices to increase staff diversity



Bruce Keisling, Boling Center for Developmental Disabilities, 2019

Hire, Retain and Promote with Intention

- As of 2018, Boling Center faculty and staff are now majority African American (from 44% to 50%; Caucasian now 44%)
- Two native Spanish speaking faculty – from 1 to 2 (6%) (developmental pediatrics, physical therapy)
- Family member as full-time faculty
- Use of Associate Director position
- Use of trusted “*truthsayers*”



Bruce Keisling, Boling Center for Developmental Disabilities, 2019

Are We There Yet?

- A journey more than a destination
- Metrics from databases (NIRS) inform progress
- Annual performance evaluations
- Feedback from all constituents: people with disabilities, family members, local communities of color, students, staff, faculty, and administration



Bruce Keisling, Boling Center for Developmental Disabilities, 2019

Where We Are Headed



- More direct involvement and engagement with our communities of color *in their communities*



- Employment of persons with disabilities at our center



- More students with lived disability experience at our center

Bruce Keisling, Boling Center for Developmental Disabilities, 2019

Where We Are Headed



- Additional family members as employees and consultants at our center



- Greater representation of self-advocates from diverse communities on our Community Advisory Council (CAC)



- More robust needs assessment for communities of color for our next cycle of funding

Bruce Keisling, Boling Center for Developmental Disabilities, 2019



POLLING QUESTION 2

What source(s) does your organization use to collect and analyze data about the populations and communities served?

Check all that apply.

- State, Territory, Tribal
- U.S. Census Bureau
- American Community Survey (U.S. Census Bureau)
- School System
- Public Health Department
- Medicaid
- National Core Indicators
- Other
- Do Not Collect Data

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Any comments or questions for Bruce?



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POLLING QUESTION 3

Does your organization have a data management system that will track the diversity of:

- | | | |
|---------------------------------|------------------------------|-----------------------------|
| ▪ Individuals & families served | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▪ Governing Boards | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▪ Councils | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▪ Faculty | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▪ Staff | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ▪ Students | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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Measuring Cultural & Linguistic Competence



Diana MTK Autin, Co-Director
SPAN Parent Advocacy Network

Who is SPAN?

“One-stop” parent-led & staffed non-profit in New Jersey for families of children, youth & young adults with & without disabilities

- Parent Training and Information (PTI) Center for Families of Children with Disabilities
- Family to Family (F2F) Health Information Center & Family Voices State Affiliate Organization (FV SAO)
- Federation of Families for Children’s Mental Health (FCMH) Chapter
- Parent to Parent affiliate

65 staff, primarily parents of children with special needs



Diana Autin, Co-Director SPAN NJ

Cultural & linguistic competence = SPAN Core Value

Our vision: All families will have the resources and support they need to ensure that their children become fully participating and contributing members of our communities and society.

Our mission: To empower and support families and inform and involve professionals interested in healthy development and education of children and youth.

Our foremost commitment: To children and families with the greatest need due to disability or special health/mental health needs; poverty; discrimination based on race/ethnicity, gender, language, immigrant or homeless status; involvement in the child welfare or juvenile justice systems; geographic location; or other special circumstances



Diana Autin, Co-Director SPAN NJ

Areas we measure

Diversity of:

- Board
- Executive Co-Directors
- Management Team
- Project Directors/
Coordinators
- Staff & volunteers
- Parent Leaders

In comparison to:

- Composition of the relevant population in our catchment areas
- Most underserved/those facing greatest disparities & poorest outcome



Diana Autin, Co-Director SPAN NJ

Areas we measure

• Feedback

- Inquiry at end of each phone call/individual assistance
- Workshop/event/support group evaluations
- Surveys
- Focus groups
- Call-backs

• Outcomes



Diana Autin, Co-Director SPAN NJ

Categories we can measure

- Race/ethnicity
- Language
- Immigrant status
- Gender
- Geographic location
- Disability/Special Healthcare Need
- Age
- Issues/topics



Diana Autin, Co-Director SPAN NJ

Sources of Qualitative & Quantitative Data

- **Contact management system**
 - Every individual assistance contact (in person, phone, etc.), demographic information, & results of inquiry at the end of each contact
 - Every workshop/conference/event participant, demographic information, & workshop survey results
 - Support group participants & feedback results (surveys, focus groups)
 - Pre-post surveys of families provided with intensive assistance
 - Demographic information on SPAN Resource Parents, Special Education Volunteer Advocates (SEVA) parent volunteers, Parent to Parent mentors, Medical Home Parent partners, etc.)



Diana Autin, Co-Director SPAN NJ

Sources of Qualitative & Quantitative Data

- **SPECT data system**
 - Demographic information & information on maternal & infant outcomes for women supported by our Community Doulas
- **Other information**
 - Demographic information on Board, Management Team, Project Directors & Coordinators, staff
 - Review of vignettes
 - Review of partnerships



Diana Autin, Co-Director SPAN NJ

Any comments or
questions for Diana?





POLLING QUESTION 4

Does your organization have a data management system that allows you to analyze quality metrics for specific cultural groups?

Yes

No

In progress

Don't Know

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Where to Start? How to Measure CLC?

- Several of the frameworks presented earlier can anchor your organizations' work in this area
- Today's presenters offered concrete examples of their journeys as a roadmap for others to follow



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CLC Assessment Tools

The Cultural and Linguistic Competence Assessment for Disability Organizations (CLCADO)

Georgetown University
National Center for Cultural Competence

Examines a wide range of data specific to the goals and core functions of disability organizations including:

Our World View
Who We Are
What We Do
How We Work



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Our World View

This section asks for the perspectives about: (1) the organization's world view of cultural diversity and approaches to inclusion and equity, (2) the extent to which this world view guides organizational behavior and is established policy, and (3) the organization's philosophy, values, and commitment to cultural and linguistic competence.

Please check only one box per item.

In my view, our organization:

1. Understands and is committed to the value of cultural diversity. Not at All A Little Somewhat Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. Yes No Don't Know

2. Recognizes and respects the great degree of diversity among people who experience disabilities (e.g., race, ethnicity, language, gender, sexual orientation, gender identity or expression, country of origin, socioeconomic status, religion/spirituality, U.S. territories, tribal communities, and geographic locale- urban, rural, suburban, frontier). Not at All A Little Somewhat Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. Yes No Don't Know

3. Recognizes that perceptions and beliefs about disability are culturally-defined. Not at All A Little Somewhat Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. Yes No Don't Know

4. Understands that disability is only one aspect of diversity and cultural identity. Not at All A Little Somewhat Very Much

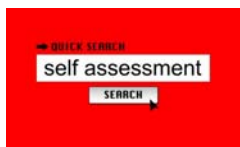
This value is expressed in our organization's guiding principles, mission and/or board resolutions. Yes No Don't Know

5. Acknowledges the importance of cultural values, norms, and traditions to the diverse group of people who experience disabilities and their families. Not at All A Little Somewhat Very Much

This value is expressed in our organization's guiding principles, mission and/or board resolutions. Yes No Don't Know

<https://nccc.georgetown.edu/documents/NCCC-CLCADO-Assessment.pdf>

Examples of Performance Measures and Indicators for CLCADO



Self-Assessment

The percentage of items* on each section of the CLCADO that are reflected in your organization's mission and/or guiding principles



Surveys

The percentage of the individuals that say that they believe your team exhibits behaviors consistent with these indicators*? (Quantitative)
(e.g., teaching, services and supports, TA, community engagement)

Asking these individuals to describe **how** your team demonstrated this indicator* (Qualitative)



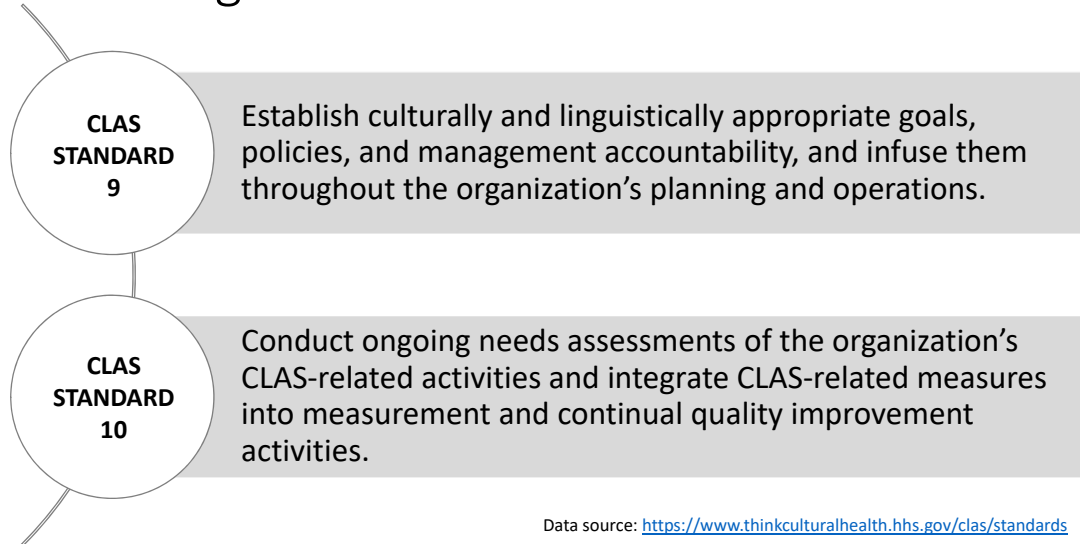
Ratings of the extent to which the products you develop reflect these indicators (Likert Scale)

*Items on the CLCADO would be **indicators** for performance measurement

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Benchmarking for CLC Using the National CLAS Standards

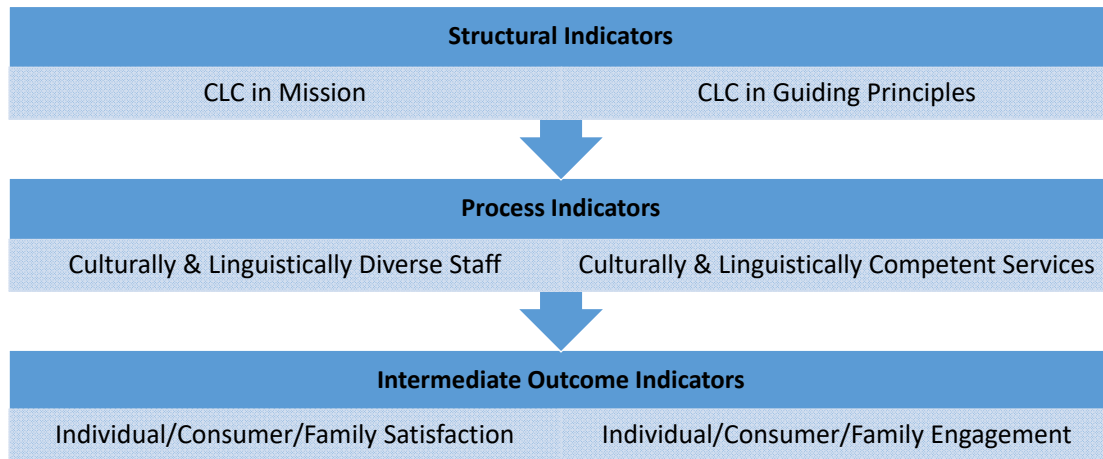


“Making CLAS Happen” (MA Dept. of Health)

Framing CLC	Incorporate CLC into organization's SMART vision, mission & goals
Assessing CLC	Develop, modify or use existing measures/tools https://www.hrsa.gov/sites/default/files/culturalcompetence/healthdlvr.pdf
Benchmarking CLC	Set priorities for your organization; Develop strategic plans; Allocate resources to accomplish strategic plan goals; Identify promising practices; Develop plans according to assessment outcomes; Cultivate and sustain partnerships with community stakeholders.
Evaluating progress in CLC	Hiring practices and policies, Staff diversity measures, Client satisfaction levels, Language services, Collection of race/ethnicity and language data, Community partnerships

Data source: <https://www.mass.gov/files/documents/2016/07/nh/chapter-4-benchmark-plan-and-evaluate.pdf>

Theory of Change for CLC in IDD Networks



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The Role of Leader

- Get on the balcony
- Identify the adaptive challenge
- Regulate distress
- Maintain disciplined attention
- Give the work back to the people
- Protect all voices

Heifetz, R. (1996). Leadership without Easy Answers.



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What gets measured gets done and measuring CLC is ...



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Real-time Evaluation Questions

After attending this Learning and Reflection Forum:

1. I am able to describe constructs, tools, and frameworks to assess CLC in my organization and networks concerned with IDD.
 - Strongly agree Agree Disagree Strongly disagree
2. I am able to use information shared by presenters to inform my work in CLC and cultural diversity within my organization.
 - Strongly agree Agree Disagree Strongly disagree
3. I am able to identify frameworks and practices to lead the work of measuring and documenting progress in advancing CLC in my organization?
 - Strongly agree Agree Disagree Strongly disagree

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Real-time Evaluation Questions

3. How useful was the information presented during this Learning and Reflection Forum?
 - Not at all useful
 - Somewhat useful
 - Useful
 - Very useful

4. How likely are you to use the information from this Learning and Reflection Forum to measure and benchmark CLC in your setting?
 - Not at all likely
 - Somewhat likely
 - Likely
 - Very likely

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