

# Advancing Cultural and Linguistic Competence, Diversity, Equity, and Inclusion: OPWDD-Georgetown University NCCC Partnership for Systems Change

## Provider Network Component

Georgetown University National Center for Cultural Competence  
Georgetown University Center for Excellence in Developmental Disabilities  
Center for Child and Human Development  
Georgetown University Medical Center

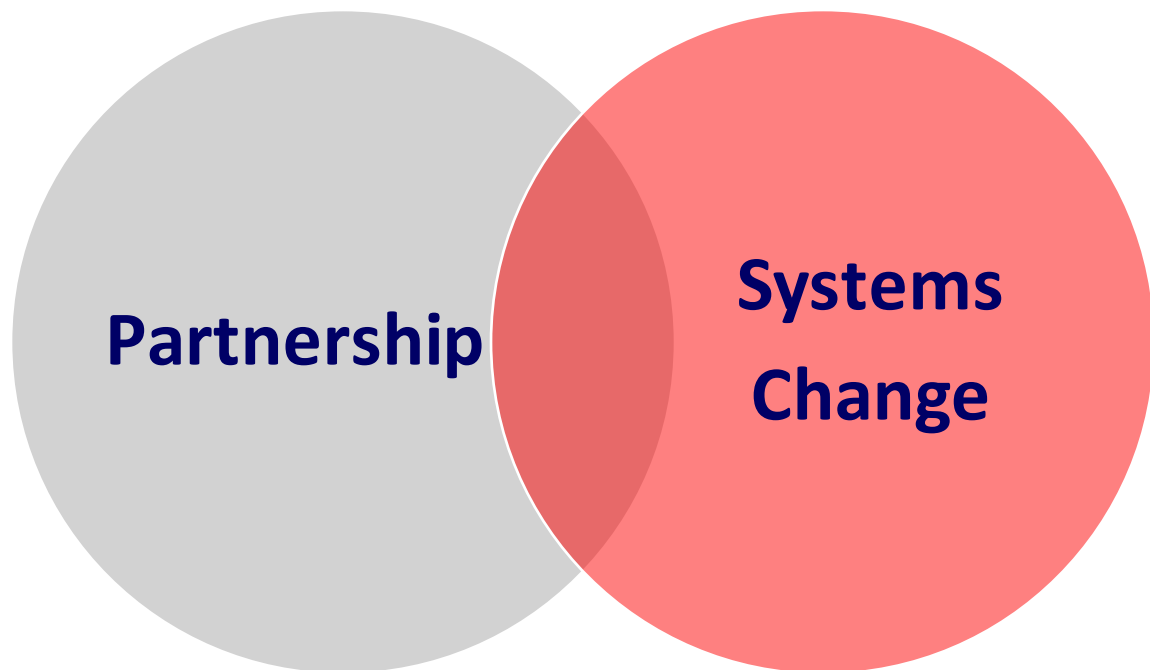
June 2023



We selected a really long name for this project ...  
let's explore together exactly what it means

**Advancing Cultural and Linguistic Competence, Diversity, Equity, and Inclusion:  
OPWDD-Georgetown University NCCC Partnership for Systems Change**





**Partnership** is chosen because it means supportive relationships between organizations (public and private sectors), communities, and their members that work together to address challenges and achieve shared goals.

**Systems change** refers to a process to address root causes of issues and transforming structures, mindsets, power dynamics, and policies. Systems change always require people internal and external to a system to participate in full change process



# Different yet related concepts and practices



# Why is OPWDD taking this journey?

Cultural &  
Linguistic

Competence

DIVERSITY

EQUITY

INCLUSION

## Governor Hochul announced in May 2022

"As we work hard to promote diversity, equity, and inclusion in our communities, I am excited to join this important partnership with Georgetown University. This three-year undertaking will help break down barriers that often prevent New Yorkers with developmental disabilities, their families and the people who support them from receiving the services they need to thrive."



# Why is OPWDD taking this journey?

Cultural &  
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DIVERSITY

EQUITY

INCLUSION

- To respond to current and projected demographic changes in New York
- To mitigate long-standing disparities in the supports and services for persons who experience intellectual and developmental disabilities and their families across all racial, ethnic, cultural, and linguistic, and other identity groups
- To reduce disparities in the mental health status of persons who experience intellectual and developmental disabilities
- To improve the quality of supports and services available to persons with intellectual and developmental disabilities and their families
- To meet legislative, regulatory and accreditation mandates
- To support persons who experienced intellectual and developmental disabilities, across all racial, ethnic, cultural, linguistic and other identity groups, to partner effectively in decision-making processes that affect their everyday lives



# People Served (Race/Ethnicity)

DDSO	OPWDD Population (1)						NYS Census (3)					
	Asian	Black	Hispanic	Native American	Other/Unknown	White	Asian	Black	Hispanic	Native American	Other/Unknown	White
Broome	1%	5%	3%	0%	4%	86%	4%	4%	4%	0%	3%	85%
Capital	2%	9%	6%	1%	5%	78%	4%	6%	6%	0%	5%	80%
Central	1%	9%	3%	1%	3%	83%	2%	6%	5%	1%	5%	81%
Finger Lakes	2%	14%	6%	0%	5%	73%	2%	9%	7%	0%	4%	77%
Hudson Valley	2%	12%	12%	1%	7%	66%	5%	12%	23%	0%	4%	55%
Long Island	4%	9%	10%	0%	6%	70%	8%	9%	19%	0%	4%	61%
Metro NY	7%	35%	8%	2%	8%	41%	14%	20%	29%	0%	5%	31%
Sunmount	0%	2%	1%	0%	3%	93%	1%	4%	4%	0%	4%	87%
Taconic	2%	10%	7%	0%	7%	75%	3%	7%	12%	0%	6%	73%
Western	2%	13%	4%	1%	3%	78%	3%	9%	5%	0%	4%	78%
<b>Grand Total</b>	<b>4%</b>	<b>19%</b>	<b>7%</b>	<b>1%</b>	<b>6%</b>	<b>63%</b>	<b>9%</b>	<b>13%</b>	<b>19%</b>	<b>0%</b>	<b>5%</b>	<b>54%</b>

(1) Source: Medicaid Data Warehouse – July 1, 2021 to June 30, 2022

(2) Percentages based on total which includes some duplicates as people crossed age groups over the year

(3) American Community Survey, ACSPD1Y2021. <https://data.census.gov/cedsci/table?g=0400000US36%240500000&tid=ACSDP1Y2021.DP05&tp=false>



# ACS 2021 New York State Disability Characteristics

Total New York Population = 19,599,048

Estimated Non-institutionalized Population with a Disability = 2,357,404 (12.0%)

## Disability defined as:

- Hearing difficulty
- Vision difficulty
- Cognitive difficulty
- Ambulatory difficulty
- Self-care difficulty
- Living Independent difficulty

## Varies by Age Grouping

< 5 years	=	0.6%
5-17 years	=	5.5%
18-34 years	=	6.6%
35-64 years	=	11.0%
65-74 years	=	21.5%
> 75 years	=	45.1%

RACE	NUMBER	Percent of POPULATION
White (alone)	1,356,097	12.4%
Black or African American	372,495	13.6%
American Indian or Alaska Native	16,976	14.3%
Asian (alone)	133,214	7.7%
Native Hawaiian & Other Pacific Islander	1,762	18.3
Some Other Race	235,784	11.8%
Two or More Races	241,076	11.4%
<b>HISPANIC OR LATINO AND RACE</b>		
Hispanic or Latino of any Race	459,629	12.0%







# Languages Spoken at Home in New York State in 2021

***Estimated Total Population 5 years and over***

**18,743,215**

**Speak only English** **13,122,746** **70.0%**

**Speak a language other than English** **5,620,469** **30.0%**

**Speak Spanish** **2,701,698** **14.4%**

**Speak Indo European languages** **1,656,144** **8.8%**

[French (Patois, Cajun), French Creole, Italian, Portuguese, Portuguese Creole, German, Yiddish, Other West Germanic languages, Scandinavian languages, Greek, Russian, Polish, Serbo-Croatian, Other Slavic languages, Armenian, Persian, Gujarathi, Hindi, Urdu, Other Indic languages]

**Speak Asian and Pacific Island languages** **932,187** **5.0%**

[Chinese, Japanese, Korean, Mon-Khmer, Cambodian, Miao, Hmong, Thai, Laotian, Vietnamese, Tagalog, other Pacific Island languages]

**Other Languages** **330,440** **1.8%**

[Navajo, Other Native American languages, Hungarian, Arabic, Hebrew, African languages, other unspecified languages]



# Limited English Speaking Households

Limited English Speaking Households formerly (linguistic isolation) refers to households in which no member 14 years old and over: (1) speaks only English or (2) speaks a non-English language and speaks English “very well.”

## Limited English Speaking Households in New York in 2021

All LEP households (n) = 563,068 7.4%



### Households speaking--

- Spanish
- Other Indo-European languages
- Asian and Pacific Island languages
- Other languages

Total	Estimate Limited English Speaking	Percentage
1,126,395	256,721	22.8%
739,870	154,610	20.9%
405,913	133,067	32.8%
138,331	18,670	13.5%



# Advancing Cultural and Linguistic Competence, Diversity, Equity, and Inclusion: OPWDD-Georgetown University NCCC Partnership for Systems Change



The project goal is to advance policies and practices for cultural and linguistic competence, diversity, equity, and inclusion in all components of the intellectual and developmental disability system in New York State.



# Project Components

OPWDD

Network of providers of IDD supports & services

Persons who experience IDD & their families

OPWDD-funded innovation grants



# OPWDD Project Component

Office for  
People With  
Developmental  
Disabilities



Office for  
People With  
Developmental  
Disabilities



Office for  
People With  
Developmental  
Disabilities



- Conduct a visioning process and develop a high-level plan for CLC, diversity, equity, and inclusion
- Conduct an audit of current policies and practices to determine the extent to which they advance CLC, diversity, equity, and inclusion
- Provide consultation to develop a CLC, diversity, equity, and inclusion plan of action
- Provide ongoing consultation and technical assistance to OPWDD staff
- Conduct an assessment of professional development interests and needs
- Provide tailored professional development on CLC, diversity, equity, and inclusion
- Provide consultation to develop standards, benchmarks, and other measurements for CLC, diversity, equity, and inclusion
- Conduct a CLC Leadership Academy
- Conduct evaluation of all project activities and provide a summary report



# Persons who Experience Intellectual and Developmental Disabilities & Families



- Engage persons who experience intellectual and developmental disabilities and their families in a process to define cultural and linguistic competence, diversity, equity, and inclusion, and what they mean for their interests, needs, the communities in which they live, and the NY DD system
- Create a statewide group of persons who experience intellectual and developmental disabilities and families to ensure their voice in system change efforts
- Pilot a leadership academy for persons who experience intellectual and developmental disabilities to strengthen their voices and roles in systems change
- Conduct evaluation of all activities and provide summary reports

# OPWDD-Funded Innovation Grants

**Office for  
People With  
Developmental  
Disabilities**



The NCCC will provide technical assistance, consultation, and training once OPWDD makes a determination about the grant program.



# Provider Network Project Component



- Engage the provider network in a process to differentiate and define cultural competence, linguistic competence, diversity, equity, and inclusion, and what they mean for the NY IDD system
- Provide technical assistance and consultation to the NY State Community of Practice
- Engage and support the provider network to conduct CLC organizational assessment and develop a statewide report
- Provide consultation to the provider network to develop and implement cultural and linguistic competence, diversity, equity, and inclusion action plans
- Conduct evaluation of all activities and provide summary reports





# CLC Organizational Assessment

The CLCADO is intended to support organizations to:

1. Plan for and incorporate culturally and linguistically competent values, policies, structures, and practices in all aspects of their work;
2. Enhance the quality of supports, services, advocacy provided to diverse, underserved, and under resourced communities;
3. Effect change in education, training, technical assistance, research, and public policy; and
4. Advance cultural and linguistic competence as an essential approach to address racial and ethnic disparities and promote equity for persons who experience disabilities and their families.

**Cultural competence and linguistic competence are evidence-based practices that reduce disparities and improve quality of services.**

**A Guide for Using the  
Cultural and Linguistic  
Competence Assessment for  
Disability Organizations**



## **Cultural and Linguistic Competence Assessment for Disability Organizations**

### **Overview/Purpose**

Organizational and assessment tool development, and standards work to plan for and improve cultural and linguistic competency. The assessment should address the attitudes, behaviors, policies, structures and practices of an organization, including those of its board, staff and volunteers. It should also take the perspectives and experiences of diverse individuals and communities served.

While there are many tools and instruments to assess organizational cultural and linguistic competence, we have been developed to address the unique needs of organizations concerned with disability. The Cultural and Linguistic Competence Assessment for Disability Organizations (CLCADO) was developed specifically for this purpose. The CLCADO is intended to support organizations to: 1) plan for and incorporate culturally and linguistically competent values, policies, structures, and practices in all aspects of their work; 2) enhance the quality of services, supports and advocacy provided to diverse and underserved communities; 3) effect change in education, training, technical assistance, research, and public policy; and 4) advance cultural and linguistic competence as an essential approach to address racial and ethnic disparities and promote equity for people who experience disabilities and their families.

### **Conceptual Framework of the CLCADO**

The CLCADO is based on three principles: 1) achieving cultural competence is a developmental process at both the individual and organizational levels; 2) with appropriate support, individuals can address their cultural competence knowledge and skills over time and 3) cultural competence within organizations or systems first often go unmet and unmet. The CLCADO and the instrument of the assessment provide an evidence-based approach to address these challenges and drive the process. The CLCADO requires a wide range of data specific to the goals and needs of each disability organization including: 1) the World View, 2) the Do, 3) the What We Do, and 4) the How We Do. While the goals, cultural competence and linguistic competence are often used to describe the purpose of the CLCADO's work as outlined previously, below are definitions and key concepts on page 2.

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# Comprehensive Evaluation

- A comprehensive evaluation of all professional development, consultation, and technical assistance activities will be conducted across all project components.
- Evaluation activities will provide real-time and iterative data that OPWDD can use to inform training, professional development, community engagement, and other core functions to enhance its capacity for cultural and linguistic competence, diversity, equity, and inclusion.



# We welcome your comments and questions



# CONTACT US

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# Meet the Georgetown Team

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<https://nccc.georgetown.edu/>

Available June 2023!

Visit our website to meet our team and  
learn more about the project





# Georgetown University National Center for Cultural Competence

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