

Enhanced National CLAS Standards – OMH, US Dept. of Health and Human Services

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Built on the foundation of CLAS Standards of 2000

- Overview of Enhanced Standards.
- Special focus on Standards 5 – 8, Communication and Language Assistance.



What are CLAS Standards?

- CLAS = Culturally and Linguistically Appropriate Services.
- 15 standards.
- Guide to developing policies to improve quality of health care services and meet the needs of a diverse population.

On-line Resource

- <https://www.thinkculturalhealth.hhs.gov>
- You will need to create a username and passcode to access Web site.
- All information on the CLAS Standards available.

Enhanced Standards:

- 1) Social justice
- 2) Good business practice



A new perspective . . .

- A broader definition of culture in which health is influenced by factors ranging from race and ethnicity to language, spirituality, disability status, sexual orientation, gender identity and geography.
- Audience: not only hospitals and clinics, but organization working in behavioral, mental, public health. Emphasis on healthcare and/or well-being.
- "Individuals and groups" instead of "patients and consumers."

Reasons for adopting the Standards

- 1) To respond to current and projected demographic changes in the US.
- 2) To eliminate long-standing disparities in the health and status of diverse racial, ethnic and cultural backgrounds.
- 3) To improve the quality of services and primary care outcomes.

Standards, con't.

- 4) To meet legislative, regulatory and accreditation mandates.
- 5) To gain a competitive edge in the market place.
- 6) To decrease the likelihood of liability/malpractice claims.

A country of diverse languages and ethnicities



Language Use in the US

Total foreign-born 2009-2011	39,938,268
English speakers only	15.4%
Languages other than English	84.6%
Speaking English less than very well	51.5%

Source: American Community Survey.

American Sign Language is used by 2,000,000 and is the fourth largest language spoken in the US, after Spanish and Chinese. Source: Galludet University, updated May 2010.

A growing change nationwide

- 80% of hospitals encounter LEP patients frequently.
- 81% of internal medicine physicians treat LEP patients frequently.
- 84% of FQHCs provide services daily to LEP patients.
- Source: National Health Law Program

Total foreign-born in KS and US.

American Community Survey, 2008-12

- 6.5% of the population of KS.
- 12.9% of the population nationwide.

Take a look at KS cities

- American Community Survey – Quick Survey, 2008-2012

City/town	Percentage of foreign-born
Liberal	32.4%
Dodge City	28.5%
McDonald	24.6%
KC KS	14.6%

KS language facts

American Community Survey, 2008-2012

Total population	2,648,421
Only English speakers	89.1%
Speakers of Languages other than English	10.9%
Spanish speakers	7.2%

How do people from all over the world come to Kansas?





**Immigrants, refugees, secondary migrants,
Limited-English Proficient - LEP**

- Latino/Hispanic
- Cuban refugees
- Somali
- Somali/Bantu
- Sudanese
- Burundi
- Iraqi
- Burmese
- Iranian
- Afghani
- Indian
- Vietnamese
- Bosnian
- Russian
- Eritrean



Who is an Immigrant?

- A foreign-born person admitted to reside permanently in the US is a Lawful Permanent Resident (LPR). Status is achieved through:
 - Family-sponsored immigration.
 - Employment-based immigration.
 - Diversity visa lottery.



Who is a Refugee?

- A refugee is a person outside the US who seeks protection on the grounds that he or she fears persecution in his or her homeland. To obtain refugee status, a person must prove that he or she has a “well-founded fear of persecution” on the basis of the person’s race, religion, membership in a social group, political opinion or national origin.



Civil Rights Act of 1964: Central policy on language access.

No person in the United States, shall, on ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Source: Title VI of 1964 Civil Rights Act and Office of Civil Rights Policy Guidance on Language Access to Services



Executive Order 13166 August 11, 2000

- "Improving Access to Services for Persons with Limited English Proficiency."
- To improve access to federally assisted programs for persons, who as a result of national origin, are limited in their English proficiency (LEP), agencies funded by the federal government must provide language assistance.



American with Disabilities Act (ADA), Title II

- Under Title II of the ADA, all state and local governments are required to take steps to ensure that their communication with people who have disabilities is as effective as their communication with people who do not have disabilities.

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.

Governance and Leadership



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.

Communication and Language Assistance



Communication and Language Assistance, Standards 5-8

- 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 services.

Communication and Language Assistance, cont't.

- 6) Inform all individuals of the availability of language assistance services clearly in their preferred language, verbally and in writing.



Definition of an interpreter

- The basic purpose of the medical/social service interpreter is to facilitate understanding and communication between two or more people who are speaking different languages.

Source: CCHCP, Interpreter training curriculum



Interpreting Terms

- Interpreter: A trained bilingual speaker who delivers an oral interpretation from one language to another.
- Translator: A trained bilingual speaker who provides a written translation from one language to another.



Communication and Language Assistance, cont't.

- 7) Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.



Who is appropriate to act as an Interpreter?

- Bilingual staff who are **trained and competent in skill of interpreting**
- Staff interpreters
- Contracted Interpreter Service
- Community Volunteer Interpreters
- Telephone Interpreter Lines



Who is NOT appropriate as an Interpreter?

- Friends of any LEP individual
- Family member of LEP patient/client
- Minor children
- Anyone who has not demonstrated proficiency in both languages
- Anyone who has not received training in interpretation
- Anyone who does not have an understanding of ethics and interpreting practices



Communication and Language Assistance, con't.

- 8) Provide easy-to-understand print and multimedia and signage in the languages commonly used by the populations in the service area.

CLAS Standards and the Community



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.

Engagement, Continuous Improvement, and Accountability

- 11) Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes to inform service delivery.
- 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.



Engagement, Continuous Improvement and Accountability

- 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.



The Cultural Competency Plan

- A suggested guide, based on Title VI of the Civil Rights Act of 1964.



Cultural Competency Planning

- Assessment: The institution conducts a thorough assessment of language needs of the population to be served.
- How?
- School data
- Census data
- Refugee resettlement data



Cultural Competency Plan

- **Development of a comprehensive written policy: the institution develops and implements a comprehensive written policy that will ensure meaningful communication.**
- **How? See KCATA plan:**
www.kcata.org/documents/uploads/LEP.pdf



Cultural Competency Plan

- **Training of staff: The institution takes steps to ensure that staff understands the policy and is capable of carrying it out.**
- **Vigilant monitoring: The institution conducts regular oversight of the language assistance program to ensure that LEP persons meaningfully access the program.**
- **How? Create a Cultural Competency Committee.**



The CC Plan is a journey, not a destination.

- **Requires continual commitment, time, energy and resources.**
- **The benefits are tremendous for the community and practitioners.**



Recommended

The Middle of Everywhere by Mary Pipher, about refugees in Lincoln, NE.

The Spirit Catches You and You Fall Down by Anne Fadiman, about an ill Hmong child and Western medicine.

The Geography of Thought by Richard Nisbett, about how Asians and Westerners perceive language and culture differently.



More Questions? Contact us!

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