CULTURAL AND LINGUISTIC COMPETENCE FRAMEWORK
Essential elements in a culturally competent system – Organizational Level
(These elements must be manifested at every level of an organization or system)

GUIDELINES for NO WRONG DOOR – INTAKE PROCESS
WORKING DOCUMENT

SYSTEM	Value Diversity	Conduct Self-Assessment	Manage the Dynamics of Difference	Embed Cultural Knowledge	Adapt to Diversity
Policy and Procedures	• A mission statement that articulates its principles, rationale and values for providing CLC LTSS (how are we looking at diversity, make it live within the organization) • Policy affirmative statement commitment to serve diverse populations/community & valuing diversity of the workforce (staff) & contractors. • Policy that speaks to inviting multiple voices and perspectives to inform practice, procedures to inform evaluation and decision making. • Policy that support a practice model which incorporates culture in the delivery of services to culturally and linguistically diverse groups. • Policies for staff recruitment, hiring and retention that will achieve the goal of a diverse and culturally competent workforce • Policy that support community outreach initiatives for those with limited English proficiency and/or populations that are not literate or have low literacy skills. •	• A definition for a standard to assess against the own agency over time. (PHILOSOPHY) • Policy in place around the need to conduct organizational self-assessment periodically by LTSS agencies inclusive of all levels of the organization (look who will be involved in the self-assessment. The diverse communities are involved in the self-assessment process.) • Policy on how the self-assessment will be used to enhance the CLC in the system. • Policies to periodically evaluate consumer and personnel satisfaction with interpretation and translation services that are provided	• Policy frame to address that staff is going to approach life differently and recognizing that cultural issues will come up. • Policy to respect peoples differences of staff and among the community we are serving and providers. E.g. strong non-discriminatory practices LGBTQ. Monitoring and evaluation. • Policy to acknowledge and respond, recognize to differences for staff, contractors, providers, community. Create an atmosphere of mutual respect. • The policy acknowledges respect for differences in populations and staff with the goal of demonstrating mutual respect. Also open door policy. • Policies to evaluate the quality and appropriateness of interpretation and translation services.	• Who can serve as an interpreters, what does the contract say, staff training for interpreters? • What is the content of the knowledge -- need to know about the people such as social determinant of health, history, language preference, working with interpreters. • Policy to periodically collect demographic and language needs. (who, what, when --- who needs to know it, what is we need to know, how do we ensure folk know it, how do we assess the effectiveness? • Policy to address people need knowledge of CLC and context of NWD and staff's particular position.	• Policy to revisit and update, assess regularly, crosswalk with services and support delivery. P • Policy that will give space for changes, experience to the staff, changes in demographics (cultural mix) of groups we are serving, economics.
Administration (Influencers)	• Procedures for staff recruitment, hiring and retention that will achieve the goal of a diverse and culturally competent workforce • Ensuring position descriptions and performance measures include skillset of CLC. • Allocating resources for ongoing CLC professional development and training at all levels for awareness, knowledge and skills. • Fiscal support and incentives (bonuses/recognition of the work– what motivates?)for the improvement of cultural competence at the agency, program and staff levels. (reference back to brief) *e.g. providers, contractors – incentives for any type of*	• Performance measures that include skill sets related to cultural and linguistic competence • Procedures for translation of consent forms, educational materials and other information in formats that meet the literacy needs of people in need of LTSS • Procedures to periodically evaluate people's and personnel satisfaction with interpretation and translation services that are provided • Engage in individual CLC self-assessment	• Procedures to evaluate the quality and appropriateness of interpretation and translation services.	• Assure quality of hired services in translation, interpretation, and communication in alternative formats • Not just one or two people that can speak to CLC, shared and part of ongoing learning (in SMART goals), add to orientation. • Ongoing professional development and training. • Methods to identify and acquire knowledge about LTSS beliefs and practices of emergent or new populations in service delivery areas	• Processes to review policy and procedures systematically to assess their relevance for the delivery of culturally competent services. • Procedures to review periodically the current and emergent demographic trends for the geographic area we serve.

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	practice • Allocating resources that support community outreach and engagement initiatives for those with limited English proficiency and/or populations that are not literate or have low literacy skills. • Structures to assure the meaningful participation of the individual and their families in planning, delivery and evaluation services (speaks to experiences of individuals). •				
Practice & Service (Doers)	reflected in design – knowledge and skills based • Field folks: Practices that support community outreach and engagement initiatives for those with limited English proficiency and/or populations that are not literate or have low literacy skills. • Stationary folks: greeting/assessing information/linkage/consent – these are the tasks. Apply CLC shared definition- break out the definition • Attitude: open and welcoming attitude • Commit to continuous improvement. Be willing to learn, accept feedback, and listen to the concerns of those around you. Even the most enlightened individual can find opportunities for growth. • Know the CLC goals and vision of your organization and its connection to the overall agency objectives. Commit to the process by understanding how CLC impacts your role, and how your role impacts the success of the CLC initiative – making it relevant to the agency's vision/mission.	• CLC Training & Coaching • Periodic and consistent evaluations and assessment of services to language minority groups • Trainings for ground staff in parks, aquatics & other recreations • Respect for cultural values • Reflective conversations • Listening, flexibility, respect for cultural values, responsiveness, patience, acceptance, empathetic • Consistent use of CLC lens	• Apply Person/family-Centered practices • Inform people about processes, eligibility, rights, timelines, appeals, etc • Mentoring for staff • Trauma informed power with versus power over • Create safe space for staff & service users • Conduct staff meetings using CLC elements	• Reach out to cultural brokers • PCO coaches & leaders extend to the community	• Gather cultural info. at intake • More field sites • Resources about cultural information for quick access
Individuals (across the lifespan) & their Families	• Structures to assure the meaningful participation of the individual and their families in planning, delivery and evaluation services (speaks to experiences of individuals). (how they are involved in structures to assure)		there is a reason for behavior, how do people seek care, and respond to services and supports		family support is not the official interpreter, the state must provide
Community	• Structures to assure the meaningful participation of the community in planning, delivery and evaluation services (back to administration – focus on participation)	• Position descriptions and personnel performance measures that include areas of knowledge and skill sets related to community engagement	local knowledgebase	the neighbor is always changes, revisit	• Structures to periodically review current and emergent demographic trends to: determine whether community partners are

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	• Mission that values communities as essential allies in achieving its overall goals				representative of the diverse population in the geographic or service area; and identify new collaborators and potential opportunities for community engagement.

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