THE MIRROR PROJECT
Closing the Gap: Cultural & Linguistic Competency (CLC)
Organizational Self-Assessments

Selena Webster-Bass, MPH
Lori Bilello, Ph.D.
Presentation Goals

* Jacksonville System of Care Background

* Mirror Project Overview

* Case Study of a Mental Health Agency
Jacksonville System of Care Initiative

* September 2010

* S.A.M.H.S.A. (Substance Abuse and Mental Health Services Administration)

* Establish a replicable and sustainable system of care that integrates mental health and primary care services for children, youth and families living in Duval County
Populations of Focus

1. Juvenile Justice
2. Homeless
3. Foster Care
4. Early Learners
System of Care Core Values

Family-Driven/Youth Guided

Community-Based

Culturally & Linguistically Responsive
Cultural & Linguistic Competency (CLC) Committee

- Established February 2012
- Diverse Stakeholders
- Monthly Meetings
- “Promote cultural and linguistic responsiveness with children, youth and families receiving mental health and primary care services through assessment, quality trainings, community education and advocacy..”
## Adaptive & Technical Challenges

<table>
<thead>
<tr>
<th></th>
<th>Technical</th>
<th>Adaptive</th>
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<tbody>
<tr>
<td><strong>Definition of Problem</strong></td>
<td>Clear, Known and Repeated Problems</td>
<td>Requires learning, new challenges, unknown solutions</td>
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<tr>
<td><strong>Solution</strong></td>
<td>Clear, quick, predictable, common solutions</td>
<td>Requires learning, imagination, collaboration, long process</td>
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Definition: Within a framework of addressing mental health disparities within a community, the level of a human service organization’s/system’s cultural competence can be described as the degree of compatibility and adaptability between the cultural/linguistic characteristics of a community’s population AND the way the organization’s combined policies and structures/processes work together to impede and/or facilitate access, availability and utilization of needed services/supports (Hernandez & Nesman, 2006).
A set of congruent **attitudes, behaviors, procedures and policies** that come together in a system, agency, or among professionals that enables them to work effectively in cross-cultural situations. (Cross et al, 1989)
Organizational Cultural Competence

Value Diversity

Assessment

Manage the Dynamics of Difference

Acquire Knowledge

Adaptation to Cultural Contexts

(National Center for Cultural Competence, 2012)
Cultural & Linguistic Competency Assessment

* An instrument, tool, survey designed to appraise an organization’s cultural and linguistic competence.
An opportunity for health organizations to **REFLECT** on their cultural and linguistic competency and to develop strategies to improve the quality of services for children, youth and families.
Project Initiation

1. CLC Committee and Coordinator reviewed several CLC assessment tools. The Nathan Kline Institute for Psychiatric Research (CCAS) tool was selected and revised based on committee recommendations. Survey administration process was also developed (6 Phases).

2. Self-Assessment Criterion included: survey administration time, survey length, alignment with cultural competency domains, scaling, applicability to child-serving organizations

3. Revised CCAS & Developed Operationalization Tools across CLC domains
   • Contracted with University of Florida Evaluation team to create a web-based version of the revised CCAS tool using REDCap
Inspiration

* “If you want to move people, it has to be toward a vision that’s positive for them, that taps important values, that gets them something they desire, and it has to be presented in a compelling way that they feel inspired to follow.”

* ----- Dr. Martin Luther King
The MIRROR PROJECT
Jacksonville System of Care Initiative

Phase 1: Education of Organizational Leaders & Buy-In
Phase 2: CLC Assessments with Leadership Cadre & Program Level Representatives
Phase 3: Focus Group Consensus & Completion of Operationalization (OP) Tools
Phase 4: Compile Data from survey and Operationalization Tools
Phase 5: Recommendations & Consultation
Phase 6: Dissemination of Results & Follow-Up
Phase 1: Education of Organizational Leaders

* Cultural & Linguistic Competency University for Organizational Leaders – June 2012
  * Georgetown University National Center for Cultural Competence & University of South Florida Facilitators

* Florida Center for Cultural Competence & CLC Coordinator – November 2013

* Presentations at Leadership and Governance Board Meetings

* Sent our Commitment Forms to Organizational Leaders
Benefits

- Gauge organizational CLC
- Meet accreditation standards
- Improve quality of service delivery
- Implement strategic planning
Assessment Guiding Principles

* Strengths-based model
* Safe and non-judgmental environment
* Meaningful involvement of youth and families
* Results enhance and build capacity
* Diverse dissemination strategies

(National Center for Cultural Competence, 2012)
Phase 2: CLC Assessments with Leadership Cadre

* Organizational leaders select Mirror Project cadre
* Mirror Project includes 15 – 20 organizational representatives
  * Diverse (ethnically, gender, ability differences etc.)
  * Various levels within the organization
  * Employed with the organization for at least 2 years
* Administer web-based organizational self-assessment
Phase 3: Focus Group Consensus & Completion of Operationalization (OP) Tools

* CLC Coordinator meets with a cohort (3 – 4 representatives) from the leadership cadre to confirm the “correct” responses to self-assessment questions.

* The cohort also completes the 7 operationalization tools (checklists).

* Consensus is required by the leadership cohort for all responses.
Domains of Organizational Cultural & Linguistic Competency

- Organizational Values
- Governance
- Planning, Monitoring & Evaluation
- Communication & Language Assistance
- Training & Staff Development
- Service Delivery
- Family/Youth Participation
Organizational Values

* Expressions and actions that illustrate the organization’s perspective regarding the worth and importance of cultural competence.
### Organizational Values

Organizational values is defined as expressions or actions that show the organization’s perspective and attitudes regarding the worth of cultural and linguistic competency (CLC). Please consider the following question(s) in determining your agency’s commitment to CLC.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Does your agency’s mission include cultural and linguistic competence?</td>
<td></td>
<td></td>
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<td>* must provide value</td>
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<tr>
<td>Has your agency made accountability for cultural and linguistic competence part of at least one management level person’s activities?</td>
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<td>Does your agency have either a dedicated budget for CLC activities or a written CLC plan with objectives, strategies, and implementation timetable?</td>
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<tr>
<td>Does your agency have BOTH a dedicated budget and a written CLC plan with objectives, strategies, and implementation timetable?</td>
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<tr>
<td>Does your agency require periodic review and updates of its written CLC plan?</td>
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Elements of organizational oversight that pertain to establishing goals and policies to ensure the delivery of culturally competent care
Indicators: Governance

* Is there a **diverse governing body** or policy influencing group, with representatives from the population and community served?
* Is there an on-going education process of the governing board regarding cultural competency?
* Is there a **community, youth and family advisory** committee?
* Are there cultural competency policies for:
  * Personnel recruitment and retention
  * Training staff/development
  * Language Access/Communication
  * Youth-guided and family-driven satisfaction, complaints grievances
  * Community participation and input
Communication

* Involves the exchange of information within different levels of the organization as well as between the organization and the community, populations of focus and partner organizations
Communication – Interpreter Services

To be culturally and linguistically competent, agencies should be able to provide interpreter services for persons with limited English proficiency (LEP). Please review any agreements or contracts with interpreter services or phone company ‘language lines’ to answer the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
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<tbody>
<tr>
<td>At what point does your agency provide interpreter services or bilingual staff for service users from the most prevalent cultural group in the target community with limited English proficiency (LEP)?</td>
<td>Point of first contact, Point of direct service, Agency does not provide interpreter services or bilingual staff</td>
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<tr>
<td>At what point does your agency provide interpreter services or bilingual staff for service users from the second most prevalent cultural group in the target community with limited English proficiency (LEP)?</td>
<td>Point of first contact, Point of direct service, Agency does not provide interpreter services or bilingual staff</td>
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</table>
Indicators: Communication

* Is there a system for informing participants of the right to free interpretation/translation services?

* Is there a system for the identification and recording of the participants and population of focus language preferences, levels of proficiency and literacy levels?

* Is there a system to access trained interpreters?

* Are there linguistic contracts in place?

* Is bilingual staff trained/certified in mental health interpretation?

Accuracy Testing?
Indicators: Intra-Organizational Communication

- Are there policies, workplace design and mechanisms in place to promote integration of staff from various backgrounds?
- Is there a process to promote effective communication among diverse staff?
Indicators: Communication with Community

* Are there mechanisms for systematic ongoing communication with the community?

* Does the organization engage in communication with participants and population of focus?
Language Access Plan

- Needs Assessment
- Assess Limited English Proficiency Point of Contact
- Identify sources of interpretation and translation services
- Training staff on the process
Mechanisms and processes used for systematic collection of baseline and on-going information about groups served, along with planning, tracking and assessment of cultural competence.
Indicators: Planning, Monitoring & Evaluation

* Are there resources and capacities to collect/manage/report cultural competence related information/data?

* Does the organization use community and participant cultural competence related information/data in planning (policy, program, operations, prevention services?)

* Is there flow and feedback of cultural competence-related information/data for use in policy, program operations and service planning and implementation?

* Are there monitoring and evaluation reports related to CLC?
An organization’s effort to ensure staff and other service providers have the requisite attitudes, knowledge and skills for delivering culturally competent services.
Service Delivery

* Delivery of facilitation of a variety of needed services offered equitably and appropriately to all cultural groups served.
Indicators: Service Delivery

- Are there guidelines and tools to elicit demographic and other factors relevant to the target population?

- Is there a systematic process to identify community beliefs, practices and culture-related factors?

- Does the organization make accommodations for and integrate participants’ and community’s beliefs and practices in services provided?
An organization’s commitment to include families in strategic planning, service delivery assessments, trainings and evaluation. The family voice is valued and authentically, deliberately sought out. Family is respected and has decision-making power.
Indicators of Family-Driven

* Are family members/caregivers a part of your governance board? Do family members have decision making power?
* Do you have a family/caregiver advisory board?
* Do you participate in satisfaction surveys?
* Are family members part of family team meetings (if appropriate)? Are family team members given roles in family team meetings?
* Are peer partners (navigators) used with families?
* Are specific terms and health information explained in family friendly language?
* Is family input genuinely valued?
An organization’s commitment to include children and youth in strategic planning, service delivery assessments, trainings and evaluation. Trust that youth are experts in their own experience. Youth are valued and respected.
Indicators of Youth-Guided

* Are youth a part of your governance board? Do youth have decision making power?
* Do you have a youth advisory board?
* Do you participate in satisfaction surveys?
* Are youth part of family team meetings (if appropriate)? Are youth given roles in family team meetings?
* Are specific terms and health information explained in youth friendly language?
* Is youth input genuinely valued?
Phase 4: Compile Data from Survey and Operationalization Tools

- CLC Coordinator and UF Evaluation team compile data from the survey and operationalization tools.

- Leadership cadre responses are compared with the “correct” response as agreed upon by the cohort.

- CLC Coordinator prepares a PPT to present at leadership or organizational meetings.
Phase 5: Recommendations & Consultations

- CLC Coordinator identifies **Strengths** and **Growing Edge** areas.

- Recommendations are offered to organization to strengthen cultural and linguistic responsiveness.
Phase 6: Dissemination of Results & Follow-Up

- CLC Coordinator shares information in organizational meetings.

- CLC Coordinator offers cultural and linguistic competency resources based on organizational needs.

- CLC Coordinator has a follow-up meeting 6 months after administration with organization to assess progress.
CASE STUDY
Case Study: Organization Description

- a non-sectarian, non-profit organization providing social services such as adoption services, community education, emergency financial assistance and mental health counseling for children, youth and families throughout Northeast Florida.
Demographics

Organizational Role
- Administrative: 69%
- Direct Service: 15%
- Middle Management: 16%
- Executive Leadership: 0%

n=13

Gender Distribution
- Female: 77%
- Male: 23%
- Transgender: 0%
Demographics

Education
- Some College: 38%
- Bachelor's Degree: 54%
- Master's Degree: 8%

N = 13

Participation in CLC Training in the last 12 months
- No: 38%
- Yes: 62%
Demographics

* Languages Spoken Other than English
  * Spanish
  * Tagalog
* Majorities
  * Middle Management
  * Female
  * White
  * 41 – 50 years of age
  * Bachelors Degree Level
  * Participated in CLC Training in last 12 months
Organizational Values

- Level 1 - Mission Statement
- Level 2 - Mgt Level Person
- Level 3 - Dedicated Budget OR CLC Plan
- Level 4 - Dedicated Budget AND CLC Plan
- Level 5 - Periodic Review of CLC Plan
Domain 1: Organizational Values

Cultural and Linguistic Competency Levels

Low (Leadership Consensus)
- Include CLC in Mission Statement

Mid
- Identify an individual to be responsible for CLC activities
- Dedicated budget or CLC Plan

High
- CLC Plan
- Dedicated Budget
- Periodic Reviews and Updates to CLC Plan
Domain 1: Organizational Values

Strengths

* Mission Statement
  * “We honor all cultures of our diverse community... helping others, help themselves”

* Core Values
  * “We serve our clients with **compassion and empathy** to meet their needs and exceed expectations.”
  * “We **treat all people with dignity and respect** as the hallmark of professional behavior”
  * “We **honor all cultures of our diverse community**, consistent with our mission”
  * “Our **written communications** are clear, accurate and respectful.”
Domain 1: Organizational Values

Growing Edge

- Core Values
  - Use of clients vs. children, youth and families
- CLC included as an agenda item on all management agendas
- Dedicated person for CLC activities
- Budget specific for CLC
- Written CLC strategic plan and periodic updates
Domain 1: Organizational Values
Growing Edge

- Include magazines and educational materials from various cultural backgrounds in children, youth and family waiting areas, offices and public spaces within organization.
Domain 2: Planning, Monitoring and Evaluation

- Level 1: Obtain Current Cultural Data (54%)
- Level 2: Identified Prevalent Cultural Groups (31%)
- Level 3: Identified Language Needs (15%)
- Level 4: Identified Community of Focus (0%)
Domain 2: Planning, Monitoring and Evaluation

Cultural and Linguistic Competency Level

Low
• Obtain cultural data about children, youth and families

Mid
• Compiled demographic cultural and language data (most prevalent cultural groups)

High (Leadership Consensus)
• Clear understanding of “who” is being served
• Individual cultural assessment administered with children, youth and families
Planning, Monitoring, Evaluation

Strengths

* Cultural data/preferences included in biopsychosocial intake and referral forms assessment (race, language, religion, ability differences)

* Program specific demographic factors and outcome data collected (program specific – Child Welfare, Achievers for Life, Financial Assistance)

* Most prevalent minority groups are African-American and Hispanic-American

* English most prevalent language, followed by Spanish, Kirdish, Hebrew, German

* Other “cultural groups” identified – Holocaust survivors, transition age youth (independent living)
Planning, Monitoring, Evaluation

Strengths

- Participating in CLC organizational self-assessment

- Maintains a database that tracks utilization and functional outcomes (program specific) and CQI team using root cause analysis
Clc organizational assessment policy

Maintaining a database that tracks utilization and functional outcomes by cultural factors

Diverse representation on Continuous Quality Improvement (cqi) team

Involving youth and families in CQI team

Satisfaction surveys are translated for most prevalent language groups
Domain 3: Inclusion of Cultural Competency in Agency Activities

Cultural and Linguistic Competency Level

Low (Leadership Consensus)
- No Cultural Competency Group
- CLC issues addressed in other groups or advisory boards

Mid
-Free Standing CLC Committee

High
- Free Standing CLC Committee and representatives from diverse most prevalent groups represented
Domain 3: Inclusion of Cultural Competency in Agency Activities

**Strengths**

Current Diversity Activities for Staff

* Chinese New Year
* Ethiopian World Cup
* Cinco De Mayo
* World of Nations
* Jewish Holidays
* One Spark
Domain 3: Inclusion of Cultural Competency in Agency Activities

Growing Edge

- Establish CLC Committee or sub-committee of your CQI Committee
- Diverse representation on the Committee
  - Most prevalent groups and other cultural considerations
  - Inclusion of youth and families on CLC Committee
  - Create safe spaces for families to share
  - Equity in voicing concerns and voting power
- Diversity activities for youth and families as well continued activities for staff (deep culture)
Domain 4: Integration of CLC Committee

- Level 1 - Reviews Services/Programs with respect to CLC
- Level 2 - Reports to CQI Program of Agency
- Level 3 - Participates in Planning and Evaluation
- Level 4 - CLC Committee and Executive Level
- Level 5 - No CLC Committee

- 69%
- 8%
- 8%
- 7%
Domain 4: Integration of CLC Committee Throughout Organization

Cultural and Linguistic Competency Level

Low (Cadre and Leadership Consensus)
- No Cultural Competency Committee

Mid
- Reviews services/programs with CLC
- Reports to CQI program of organization

High
- CLC Committee representatives participate in the planning and implementation of services at the agency
- CLC Committee transmits recommendations to executive level of agency
Domain 4: Integration of CLC Committee Throughout the Organization

**Strengths**

- Organization Program Committee working on diversity issues
- Interfaith community partnership with Baptist Health
- Recent development of a Parent Council Committee (parents/caregivers of children with special needs)
Domain 4: Inclusion of Cultural Competency in Agency Activities

Growing Edge

* Establish a CLC Committee with diverse representation that is involved in planning, implementation and evaluation of organizational activities

* Ensure recommendations are shared with appropriate committees and executive leadership
Domain 5: Training and Workforce Development

Cultural and Linguistic Competency Level

Low
- No Cultural Competency training offered to leadership, management and staff

Mid (Leadership Consensus)
- Most (75%) leadership, management and staff receive at least 3 hours per year of quality CLC specific training

High
- All leadership, management and staff receive 6 hours of quality CLC training
Domain 5: Training and Workforce Development

**Strengths**

* In the process of developing a training plan
* CLC Training – *approximately ~ 3 hours per year* for most staff
* Ensure staff is representative of population served
* Partnerships with local colleges/universities mental health counseling programs
* Incentives/recognition are offered for participation in trainings and cultural competency activities
Domain 5: Training and Workforce Development

Growing Edge

* Conduct a training needs assessment
* At least 3 – 6 hours of quality CLC training for all leadership, management and staff annually (Orientation – demographics ~ 15 minutes, Achievers for Life – 4 hours, Case Mgt. – 6 hours, Therapists – CEUs)
* Include families and youth as a part of the orientation process
Domain 6: Human Resources
Findings

* **Most** prevalent cultural groups among families (Actual – African American)
  * Variability – African-American*, Low SES, Hispanic/Latino(a)

* **Second** most prevalent cultural group among families (Actual – White)
  * Variability – Caucasian*, Jewish Community, Hispanic/Latino(a)

* **Third** most prevalent cultural group among families (Actual – Hispanic/Latino(a))
  * Variability – Hispanic*, Asian, Jewish
Domain 6: Human Resources

Strengths

* Tracking employee demographics based on civil rights guidelines
* Staff representative of local population (55% White, 34% African-American, 10% Hispanic/Latino(a) and remaining Asian, multiracial)
* Employee recruitment from a variety of sources (Veterans, Indeed Jobs etc.)
* Documentation of zero tolerance discrimination, employee grievance process, leave time adjustments for cultural holidays
* Documentation of workplace dynamics, conflict resolution and communication styles training
Focus groups were conducted with staff to identify and develop core values

Core values and demographics are addressed during orientation, brochures in waiting areas and website

Both leadership and management participate in annual CLC trainings

Staff participates in *ability differences* training through the Department of Children and Families Civil Rights training

Employee grievance process, designated person for civil rights data
Domain 6: Human Resources

Growing Edge

- Recruitment using multicultural job search engines, ethnic professional organizations Examples: Employdiversity.com, diversityworking.com, Latinos Social Workers Association
- Explore diversity of governance board (gender, race/ethnicity, families, youth)
- Explore diversity within various organizational levels
- Performance Appraisals – encouraged not a part of performance appraisal
Domain 7: Bilingual Staff

- Level 1 - Have Bilingual staff
- Level 2 - Bilingual Staff participate in MHI Course
- Level 3 - Bilingual staff participate in certification exam
- Level 4 - Documented goals to recruit bilingual staff
Domain 7: Bilingual Staff

Cultural and Linguistic Competency Level

- Low
  - No bilingual staff

- Mid (Consensus Leadership and Cadre)
  - Organization has bilingual staff

- High
  - Participation in mental health interpreters course and certification exam
  - Documented recruitment goals
Domains 7 – 10: Communication and Linguistics

**Strengths**

* Have bilingual staff
  * ~7 Spanish speaking staff member (most prevalent LEP linguistic group)
  * 1 American Sign Language
  * 1 French
  * 1 Tagalog
* Interpreter services are received at point of first contact
* Policies for interpretation and translation services
* Have some Spanish educational materials
Domains 7 – 10: Communication & Linguistics

**Strengths**

- HIPAA, financial, confidentiality, safety plan, case/treatment plans and intake form in Spanish
- Some staff trained in signs of low literacy and deaf/hard of hearing training
- Contracted with Department of Children and Families (DCF) for interpretation services
- Community Collaboration – ICARE and various agencies
Domains 7-10:
Communication & Linguistics
Growing Edge

* Explore **Mental Health Interpreters Course** for bilingual staff
* Explore **Bilingual Certification and Accuracy Testing Exam** for bilingual staff
* Ensure all staff is trained in **health literacy** and the use of “**plain language**”
* **Satisfaction surveys** translated for individuals with Limited English Proficiency (LEP)
* **Language Access Plan** – process to inform families of their right to free interpretation services
* **Youth -friendly** educational materials
* Collaborating with **ethnic organizations, cultural brokers, key informants, indigenous groups, multicultural media outlets**
Domain 11: Assessment & Adaptation of Services

- 62% of respondents stated that the organization had a procedure for reviewing services, or adapting and introducing services suitable for the most prevalent cultural groups.

- Only 15.4% stated that direct service professionals conduct a standardized cultural assessment with youth.
Domain 11: Assessment & Domain Adaptation of Services

Strengths

* Interpreter services
* Hearing assistive devices (amplified device) and accommodations
* Visual and audible fire alarms
* Wheel chair access, large door ways, safety bars in restrooms
* Water fountains at lower levels
* Recognizing family diversity (companions)
* Developing inclusion programs for children
* Referrals to Jacksonville Areas Sexual Minority Youth Network (JASMYN) for LGBTQ population
Domain 11: Assessment & Domain Adaptation of Services

Growing Edge

* Modification of forms for LGBTQ population

* Support activities specific to minority groups
  * Rites of Passage Group for Black Males
  * Single Mothers Support Group

* Use of standardized cultural assessment
6-Months Follow-Up

- Revisions to Mission Statement and Strategic Plan
- Allocation of CLC resources/funding for next fiscal year (line item)
- Human Resources Director and Clinical Director “Champions” of CLC
- CQI - Compiling outcomes data across cultural groups
- Developing a Training Plan to include at least 3 hours of quality CLC Training annually for all leadership and staff
- Recruitment to governance board for more diverse representation
6-Months Follow-Up

- Revising human resources policy to include interview guide that addresses core values and cultural competence
- Utilize multicultural employment search engines
- Inclusion of youth-friendly educational materials in waiting areas and throughout organization
- Formalizing policies specific to linguistic competency
- Establishing CLC sub-committee as part of the CQI team
- Reviewing forms for LGBTQ friendly language
“The whole purpose of education is to turn mirrors into windows.”

--- Sydney J. Harris
Questions
References

* National Center for Cultural Competence
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* National Center for Cultural Competence Policy Assessment
  http://www.clcpa.info/document.html
* Child Welfare Administration
  https://www.childwelfare.gov/systemwide/cultural/assessment.cfm
* Nathan Kline Institute for Psychiatric Research
  http://ssrdqst.rfmh.org/cecc/sites/ssrdqst.rfmh.org.cecc/UserFiles/ProgramLevelCCAS.pdf

- Think Cultural Health - [www.thinkculturalhealth.hhs.gov](http://www.thinkculturalhealth.hhs.gov)
- Ethnomed – [www.ethnomed.org](http://www.ethnomed.org)
Contact Information

Lori Bilello, Ph.D.
University of Florida
Center for Health Equity and Research
Lori.bilello@jax.ufl.edu

Selena Webster-Bass, MPH
Jacksonville System of Care Initiative
Cultural & Linguistic Competency Educator
selenawb@coj.net