ODH & Cultural Competency
“Implementing CLAS”

Robyn Taylor, MBA
July 28, 2016

Office of Health Policy & Performance Improvement
Objectives

• Define Cultural Competency
• Discuss the HHS CLAS Standards
• PCMH & Cultural Competency
• Business Case for Cultural Competency
• Share the ODH Story
The Ohio Department of Health

Mission
Protect and Improve the Health of ALL Ohioans

Organizational Values:
Integrity
Collaboration
Accountability
Respect
Excellence
The State of Ohio Endorsed Definition

“Cultural Competence is a continuous learning process that builds knowledge, awareness, skills and capacity to identify, understand and respect the unique beliefs, values, customs, languages, abilities and traditions of all Ohioans in order to develop policies to promote effective programs and services,” (ODH Maternal and Child Health Policy and Program Update, 2014).
HHS CLAS Standards

Purpose
• advance health equity,
• improve quality,
• and help eliminate health care disparities

History & Enhancement Initiative
• National CLAS Standards developed by the HHS Office of Minority Health in 2000.
• Following 10 years of successful implementation, in 2010 the standards were enhanced.
• The Enhancement Initiative lasted from 2010 to 2013,
### HHS CLAS STANDARDS

<table>
<thead>
<tr>
<th>Principal Standard</th>
<th>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</th>
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</thead>
</table>
| Governance, Leadership, and the Workforce              | 2. Advance and sustain organizational governance and leadership that promote 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 the workforce in culturally and linguistically appropriate policies and practices on an ongoing basis |
| Communication and Language Assistance                  | 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 and services  
6. Inform all individuals of the availability of language assistance services, clearly and in their preferred language, both verbally and in writing  
7. Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided  
8. Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area |
| Engagement, Continual 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 continual quality improvement activities  
11. Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and 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  
13. Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness  
14. Create culturally and linguistically appropriate conflict and grievance resolution processes 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 |
HHS CLAS STANDARDS

Stringency of CLAS Standards
In addition to the type of their content, each of the CLAS Standards also falls under 1 of 3 levels of regulatory stringency.

Mandates
Four of the CLAS Standards are classified as federal mandates, meaning that the measures discussed in them are requirements that apply to all organizations that receive funding from the US government. Standards 4, 5, 6, and 7 are mandates.

Guidelines
The largest group of CLAS Standards are classified as guidelines. This means that the Office of Minority Health (OMH) has suggested that federal, state, and national accrediting agencies adopt them as mandates. Standards 1, 2, 3, 8, 9, 10, 11, 12, and 13 are currently classified as guidelines.

Recommendations
The OMH has classified 1 standard as a recommendation, meaning that it is suggested for voluntary adoption by healthcare organizations; this is Standard 14.
PCMH & Cultural Competency

PCMH Approach relies on identifying and negotiating different communication styles, decision-making, roles of family, sexual and gender issues, and issues of mistrust, prejudice and racism, among other factors.

While Cultural Competence can be seen as a necessary set of skills for health professionals to attain in order to render effective patient-centered care.
Why Rural Health & Cultural Competency?

- Rural Life is a Culture
- Want to reduce barriers for accessing healthcare
- Barriers to accessing healthcare can include cultural and linguistic isolation, lack of transportation, lack of knowledge of where to go for care, and lack of health insurance.
Business Case for Cultural Competency

- Increased market share among limited English proficient patients.
- Substantial reductions in outsourced language interpretation services and subsequent savings in related costs.
- Increased patient and provider satisfaction.
- More efficient use of staff time by reducing communication delays between patients and providers.
- Cost-savings resulting from shorter hospital stays and more prompt and efficient patient discharges.
OSU The History

The State Performance Measure 04 Workgroup began work with RAMA in November, 2013 to do the following:

- Strategic Planning
- Toolkit Development
- Cultural Competency Training
The Internal SPM04 Workgroup & RAMA developed the following key areas for strategic plan goals and activities:

**Leadership and Governance:** Identifies the financial resources, administrative systems, and key personnel necessary to ensure comprehensive implementation of the CLC strategic plan.

**Workforce Development:** Defines training needs, ongoing training support, and capacity building for current MCH employees and sub-grantees.

**Language Services and Signage:** Articulates a plan to ensure program materials, signage, and phone greetings are appropriately translated and can communicate effectively to clients served by MCH programs.

**Marketing and Communications:** Designs the plan for communicating the efforts by MCH in developing and implementing a comprehensive plan to continuously improve cultural and linguistic competence, both internally and externally.
## The ALL ODH CC Trained End State Goals

<table>
<thead>
<tr>
<th>End-State Goals</th>
<th>Metrics</th>
<th>Target</th>
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<tbody>
<tr>
<td>Trained ODH Staff</td>
<td>Employee skill</td>
<td>100% of ODH employees</td>
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<td></td>
<td>Knowledge audit scores</td>
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<tr>
<td>A regularly &amp; ongoing ODH Cultural Competency, Standards and Sustainability Workgroup</td>
<td>Implementation of Cultural Competency Standards in each office and bureau.</td>
<td>100% of bureau implementation of standards.</td>
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<tr>
<td></td>
<td># of meetings/ year</td>
<td># of meetings/ year</td>
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<td></td>
<td># of staff attending the meetings / year</td>
<td></td>
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<tr>
<td>Ongoing yearly CC standards training.</td>
<td>Enhanced Employee skill each year. Knowledge audit scores</td>
<td>100% of ODH employees trained each year.</td>
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<tr>
<td>#</td>
<td>Task</td>
<td>Details</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>1</td>
<td><strong>Cultural Competence Standards Development</strong></td>
<td>Convene a Cultural Competence Standards Workgroup to advise development and implementation of the standards into Department structure and subgrantee agencies. (2 sessions)</td>
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<td></td>
<td><strong>Persons Involved:</strong> RAMA, Project Leads, ODH Leadership, Bureau Chiefs</td>
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<td>2</td>
<td><strong>Communications &amp; Rollout Plan</strong></td>
<td>Develop a Communications Plan to announce and inform ODH staff about the Standards Implementation. Includes messaging campaign, collateral design, etc. Plan, coordinate, and conduct a series of mandatory orientation/training sessions on the Cultural Competence Standards.</td>
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<td></td>
<td><strong>Persons Involved:</strong> RAMA, Project Leads, Bureau Chiefs</td>
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<td>3</td>
<td><strong>Update Cultural and Linguistic Competence Capacity Building Toolkit</strong></td>
<td>Update toolkit to adhere to Cultural Competence Standards, providing tools and resources for implementing and evaluating standards. Design updates Development of “orientation” video/webinar/handout</td>
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<td><strong>Persons Involved:</strong> RAMA</td>
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<td>4</td>
<td><strong>Conduct Cultural and Linguistic Competence Trainings</strong></td>
<td>With MACC, provide the CARE Columbus Cultural Competence Training to DFCHS staff (as previously stipulated in contract CSP905214). The CARE Columbus curriculum provides baseline cultural competency education to participants. 16 trainings from January – May, 2015</td>
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<td><strong>Persons Involved:</strong> MACC, Seagraves</td>
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<td>5</td>
<td><strong>Evaluation &amp; Self-Assessment Plan</strong></td>
<td>Development of a self-assessment process for individuals implementing the Standards. Development of metrics and monitoring procedures to ensure progress and adherence to the standards.</td>
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<td></td>
<td><strong>Persons Involved:</strong> RAMA, Project Leads</td>
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<td>6</td>
<td><strong>Year End Report</strong></td>
<td>RAMA will deliver a Year End Report and presentation that summarizes the completed deliverables and outcomes of this project. RAMA will deliver a presentation of Year Two results to Department leadership upon request</td>
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<td><strong>Persons Involved:</strong> RAMA</td>
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<td>7</td>
<td><strong>Monthly Reporting &amp; Monitoring (RAMA)</strong></td>
<td>Coordinate scheduling of Client/Consultant meetings, conference calls, and information dissemination Provide fiscal management of project funds including payment of vendor invoices and budget reporting; Provide monthly status reports to Client, as requested Monthly reporting</td>
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<td></td>
<td><strong>Persons Involved:</strong> RAMA</td>
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### Implementation Plan

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<tr>
<th>Action Item Deliverable</th>
<th>Timeline</th>
<th>Who is Responsible</th>
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<tbody>
<tr>
<td>Develop ODH Cultural Competency Standards</td>
<td>By July 1, 2015</td>
<td>RAMA, ODH</td>
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<tr>
<td>Develop and Adopt the ODH Cultural Competency Policy</td>
<td>In process</td>
<td>ODH Legal, Office of Health Policy, Cultural Competency Steering Committee Robyn Taylor</td>
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<tr>
<td>Development of Intra-Agency Cultural Competency Standards Workgroup</td>
<td>By April 15, 2015</td>
<td>Robyn Taylor</td>
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<td>Registration for Cultural Competency Training via ELM is active.</td>
<td>By June 30, 2015</td>
<td>Stan Sikorski</td>
</tr>
<tr>
<td>Training completed for all ODH staff for Cultural Competency 101/Baseline</td>
<td>By December 31, 2015</td>
<td>Stan Sikorski</td>
</tr>
<tr>
<td>Presentation of Bureau Cultural Competency Standards Implementation Plans</td>
<td>By September, 2015</td>
<td>Bureau Cultural Competency Leads</td>
</tr>
<tr>
<td>Ongoing Quarterly Meetings of the Intra-Agency Cultural Competency Standards Workgroup</td>
<td>By July 1, 2015</td>
<td>Robyn Stan</td>
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</table>
It started with a mandate

Sent: Wednesday, May 27, 2015 2:11 PM
To: ODH-ALLODH
Subject: Director's Communication - ODH Cultural Competency Training
Importance: High

Dear Colleagues:

In 2001, the U.S. Department of Health and Human Services came out with National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health Care. The standards were in response to the need to ensure that all people entering the health care system receive equitable and effective treatment in a culturally and linguistically appropriate manner. The standards were proposed as a means to correct inequities that currently exist in the provision of health services and so that the services meet the needs of consumers.

Any health or public health organization receiving federal funds is required to adhere to the CLAS standards. As the Title V agency for Ohio, our adherence to these standards is of special interest to the Health Resources and Services Administration (HRSA). Additionally, the Public Health Accreditation Board's measure 11.1.4 requires cultural competency training be provided to health department staff.

In our ongoing effort to develop the Ohio Department of Health (ODH) cultural competency framework, we are kicking off the Cultural and Linguistic Competence trainings, which is a requirement for all ODH staff. Training sessions will be available on Tuesdays and Thursdays starting Thursday, June 4, 2015. The three-hour sessions will be held here at ODH. Registration for these sessions will be completed through ELM at MyOhio.gov and is limited to 30 participants per session. CEU's will be offered for this training as well.

If you have questions, please feel free to contact Robyn Taylor at 614-644-2534 or robyn.taylor@odh.ohio.gov. For issues related to registration please contact Stan Sikorski at 614-466-5875.

Note: This training was previously offered to members of the former Division of Family. If you have already attended this session please disregard this email.

*Each office and bureau will receive a notice to register as we are staggering the training schedule.

Sincerely,

Rick Hodges
Director
Internal Partners

- Legal Affairs
- Financial Affairs
- Workforce Development
Cultural Competency Project Update

- 99% Completion Rate for all approximately 1100 employees.
  - Various sites: ODH, Akron, Toledo, the Lab
- [www.servingohiobetter.org](http://www.servingohiobetter.org)
- Assessing the ODH CLAS standards with 3 pilot areas.
- Next Steps to roll-out standards assessment for entire agency.
**ODH CC Standards**

**ODH CULTURAL COMPETENCY STANDARDS MODEL**

Cultural Competency Standards are clearly defined benchmarks that quantify an organization’s efforts toward becoming more culturally competent. Standards are designed to be both outcomes focused as well as flexible in their approach to implementation. Given the diversity of the work units within ODH, this approach ensures that all ODH Offices, Bureaus, and Programs have clearly defined expectations but are able to implement them in a way that is targeted to their needs and work processes. These Standards not only offer guidelines to inform and improve ODH services, they will also assist ODH in planning and decision making, establishing priorities, building capacity, maintaining accountability, and allocating resources.

The ODH Standards are twenty-two standards in the following seven categories of department operations:

<table>
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<tr>
<th>Standards Categories</th>
<th>Short-term Outcome</th>
<th>Long-term Outcome</th>
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<tbody>
<tr>
<td><strong>Leadership:</strong> How leadership within ODH will develop and support a culturally competent organization.</td>
<td>Cultural and linguistic competency strategies are fully and consistently integrated into policies, practices, procedures and programs throughout the department.</td>
<td>Demonstrated and documented adherence to CLAS Standards ensures ODH is able to obtain and maintain necessary accreditations.</td>
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<td><strong>Directives &amp; Governance:</strong> Necessary organizational structures to create and sustain a culturally competent organization.</td>
<td>All ODH employees and subgrantees have baseline knowledge of cultural competency and access to regular capacity-building opportunities to progress through the cultural competency continuum.</td>
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<td><strong>Reporting &amp; Accountability:</strong> How the organization will identify and assess progress towards cultural and linguistic competency strategies.</td>
<td>Staff and programs are more accessible and culturally/linguistically responsive to the diverse needs of clients served by ODH.</td>
<td>Improved Health Outcomes</td>
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<td><strong>Training &amp; Development:</strong> How ODH builds and maintains a comprehensive knowledge base of cultural competence concepts, best practices, and strategies.</td>
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<td><strong>Staff:</strong> Critical strategies for building and supporting a workforce that is culturally competent and responsive to client needs.</td>
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<td><strong>Service Climate:</strong> Required components of programs and services to ensure accessibility by a diverse client base.</td>
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<td><strong>Community Involvement:</strong> How ODH will capitalize on and interact with the diverse and extensive knowledge within our community.</td>
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Cultural Competency Project Update

- Working to Develop an ODH Policy following the ODH ‘Writing or Revising ODH Directives/Impact Analysis’ process and directions
- Benchmarking, researching other states CC policies, generic organizations and like orgs.
- Beginning the Standards Development Process
ODH Cultural Competency Standards Project

• Modeled after United Way’s very successful implementation of CC Standards for their agencies.

• Ensures each Office/Bureau have clearly defined goals and standards but are able to implement according to their respective needs and work processes.
ODH Cultural Competency Project

Thank You!
Robyn Taylor, MBA
Robyn.Taylor@odh.ohio.gov
614-644-2534
Office of Health Policy & Performance Improvement
Questions