

CLAS Crosswalk for Engaging Youth & Families of Color

Culturally & Linguistically Appropriate Services (CLAS) Standards	Practices for Supporting Youth & Families of Color in Organizational Practices & Policy
<p>Principal Standard:</p> <p>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.</p>	<ul style="list-style-type: none"> • Recognize that the internal operations of your organization impact your services, engagement, and partnership with the community. Every decision that you make, every person you hire, every policy impacts the way your organization approaches your work with youth and their families. • Invest in growing your capacity for youth, family, and community engagement- including investing in them as partners in designing, planning, implementing, and evaluating your services. Pay them for their time!
<p>Governance, Leadership, and Workforce:</p> <p>2. Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.</p> <p>3. Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area.</p> <p>4. Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.</p>	<ul style="list-style-type: none"> • Conduct an internal equity audit with people who can give you honest feedback. Revisit this regularly as it's an ongoing process. • Strive for representation at all levels of your organization- including your Board of Directors and Executive leadership. Be proactive and intentional about where and how you recruit! “We can’t find people with the right skills/ experience” is an excuse and might indicate you aren’t investing in strong outreach/recruitment of staff/board members. • Be sure to provide competitive compensation, especially for providers of direct services to youth and families including providing mileage, overtime pay (or after-hours pay) and cell phone stipends. Low compensation can be a barrier for BIPOC job applicants who may not have the privilege of having other resources available to support cost of living and added expenses of working nights and weekends. • If language skills or experience with the culture of the community are helpful or required for the job, they should be in the job description and compensated with a pay differential. • If team members are going to be asked to participate in special task forces or committees aimed at improving cultural and linguistic appropriateness of your organization, put these activities into their job descriptions, identify what current activities will be decreased to allow them enough time to participate, recognize these contributions in their performance reviews and most importantly: don’t fight their feedback, under-resource their recommendations or make them feel unsafe for participating in these activities if the feedback they give is hard to hear.
<p>Communication and Language Assistance:</p> <p>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.</p> <p>6. Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.</p>	<ul style="list-style-type: none"> • Language services at events and community meetings should be offered by professional translators rather than asking the staff who are also facilitating or leading the meeting to speak in both languages. • Have separate language communication/ promotion/ recruitment efforts for each language of the communities you are trying to work with. Do not just put English at the top and other languages at the bottom or translated from English. Engage native speakers of those languages to help develop communications, messaging, and recruitment strategies so the community will see themselves in these communications.

<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • Work with translators ahead of time to review any unique vocabulary (such as jargon used by your organization) and concepts/topics you will discuss so they can think about how to best convey those things ahead of time. • Beyond having materials and signage translated literally from English, make sure the concepts and ideas are understandable and landing the way they should. Direct translations may be technically correct, but not as clear as communicating the same concept in the way a native speaker would.
<p>Engagement, Continuous Improvement, and Accountability:</p> <ol style="list-style-type: none"> 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. 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 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 public. 	<ul style="list-style-type: none"> • Make sure that management and leadership are held accountable to goals and standards by ensuring that staff at all levels have an opportunity to safely (anonymously) provide feedback on how the organization, leadership and their managers are doing in relation to those goals. Publish the results of those feedback collection methods- transparency helps promote equity and accountability. When the organization or managers fall short of the expectations set for your organization, ensure appropriate corrective action will be taken and check to be sure that the action steps identified will help resolve the issues raised. • Invest in assessment and evaluation on CLAS measures and activities and prioritize hiring consultants and/or evaluators who are representative of the communities you aim to work with. • When conducting community needs assessments, also look for strengths, assets, and solutions by using multiple methods of data & wisdom collection. Surveys may not capture the true perspectives of the community and self-report information on knowledge, attitudes, behaviors and intentions or review of health outcomes data does not always tell you WHY an issue/outcome is happening. Asking community members to take you on a tour of their neighborhood, plot positives on a map of their neighborhood or other non-traditional methods can help you collect wisdom, not just data. • When learning from your community, check your understanding of what they have shared with your organization. Does your perception match what they are trying to communicate? Continue to revisit these conversations and reflect on what you are learning and doing in the process. These conversations can ensure you are on the right track. • Grievances and complaints should not just apply internally, there should also be a process for community members engaging with your organization to file a grievance or complaint, especially about cultural or linguistic inclusion. This information should be clearly displayed, and appropriate follow-up should be made to communicate how the complaint was dealt with. When possible, ask people something like: “what would you like to see happen based on what you shared?”. • Engage community members in identifying how to communicate about your CLAS progress and work together to disseminate those messages.