Organizational Cultural and Linguistic Competence: Assessment and Continuous Quality Improvement

July 18-19, 2014

SOC Grant Background

CARES = Crisis and At Risk for Escalation Diversion Services for Children

MD CARES:
- 6-Year grant awarded October 2008
- Youth with Serious Emotional Disturbance (SED) and their families who are served by, or at risk of entering, the foster care system in Baltimore City
  - Serving up to 40 youth at a time
  - Average stay – 15 months
  - Projection of total youth serviced – 340

Purpose

The service focus of this MD CARES is the care management and treatment of youth in the Baltimore City foster care system, at the point of initial diagnosis of serious emotional disturbance, in order to prevent out-of-home placement or disruption in first placement when the disability is expected to last in excess of one year.

MD CARES Partners

- Family Members (Youth & Adult)
- MD CHOICES (CME; wrap around)
- Maryland Coalition of Families
  - Family Navigators & Support Partners
  - Youth Move
- Cultural & Linguistic Competence Coordinator
- University of Maryland, School of Social Work, Institute for Innovation and Implementation
  - Evaluation
  - Technical Assistance & Training

Partners

- MD CARES Governance Committee
- Baltimore City Implementation Group (BCIG)
  - Department of Social Services
  - Department of Juvenile Services
  - Maryland Mental Hygiene Administration
  - Family League of Baltimore City

Two CLC Assessment Processes

Developed by Henry Gregory, Ph.D., CLC Coordinator and Jeff Menzise, Ph.D., independent contractor (2011-2012)

Developed by Hopkins Center for Health Disparities Solutions (2013-2014)

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CLC Self-Assessment Summary

Family Members (adult)
- Strengths
  - General satisfaction with services
  - Staff availability and responsiveness for crises
  - Accessibility of information, resources and assistance
  - Satisfaction with level of concern, respect & commitment
- Challenges
  - Expressed need for parenting training for special needs children
  - Perceived disrespect of younger staff to elder foster parents
  - Staff turnover

Youth (Youth Move)
- Strengths
  - Comfort with agency
  - Concern and respect of staff
  - Effectiveness of communications with staff

Service Domains Covered

- Adult Family members:
  - Positive Interactions with Agency
  - Ease of Access, Comprehension & Communication
  - Concern, Respect, Cultural Competency
- Youth Family Members:
  - Perception of Engagement
  - Perception of Communication
  - Perception of Cultural Competency

Service Domains Covered

- Service Providers:
  - Perception of Client Engagement
  - Perception of Cultural Competency
  - Perception of Service Effectiveness
- Management:
  - Perception of Cultural Competency
  - Perception of Client Engagement
  - Perception of Service Effectiveness
- Governance Board:
  - Perception of Cultural Competency
  - Perception of Client Engagement
  - Perception of Service Effectiveness

Family Member Focus Groups

- Survey completion
- Facilitated discussion
  - What are your greatest barriers to receiving services
  - What qualities do you look for in people who are serving you?
  - Do you feel that your opinion is heard and valued in terms of decisions regarding services?
  - What services worked best for youth & families in your community? Why?
  - In a perfect world, what do you do differently?
CLC Self-Assessment Summary

Service Providers (Management)
- Strengths
  - Comfort interacting with consumers
  - Encouraged hiring of culturally similar and competent staff
  - Confidence in line staff
- Challenges
  - Engagement and retention
  - Understanding consumer initiated terminations

Policy Makers (Governance Group)
- Strengths
  - Valuing cultural competence
- Challenges
  - Clarity about consumers’ self-perceived needs
  - Policy effectiveness

Recommendations for Addressing Family Member’s Concerns

1. Continued training in Cultural Competency for staff to assist them in developing the attitudes and clinical skills necessary for the effective delivery of services that are recognized and valued by the individuals and families being served.
2. Development and implementation of a clinically-based training curriculum for parents and family members caring for “special-needs” children that includes diagnosis, treatments, and prognosis for youth and families. (It is presumed that some of this is happening but it is of concern that the family members don’t recognize the training as such and are not absorbing the information.)

Recommendations for Line Staff:

1. Continuation of cultural competency trainings for line staff focusing cross-cultural communication skills.
2. Development and implementation of a consumer retention program designed to boost consumer participation and overall satisfaction with the programs and services.
3. On-going clinical training for line staff to further develop and enhance their ability to address the needs of consumers in a confident and competent manner.

Recommendations for Policy Makers

1. The inclusion of consumers at every level of the policy development process.
2. Growing the cultural diversity of the policy makers (i.e Governance Board).
3. Development and implementation of regular focus groups with consumers to identify and prioritize their needs.
4. The on-going participation of Policy Makers in cultural competency trainings.

COA360 Continuous Quality Improvement (CQI) Process

- Cannot improve the cultural competency of an organization without an assessment
- Assessments are required to measure the success of an intervention
- Assessments provide scientific rigor to addressing cultural competency
Assessment II: BHSS360 Report

- Auto-generated .pdf report available immediately after the survey is completed.
- Provides score for each CLAS Standard as well as the other standards included.
- Results are reported by race/ethnicity, language, religion/spirituality, gender identity, sexual orientation, military status, and disability

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CLAS Standards-BHSS360 Crosswalk

<table>
<thead>
<tr>
<th>CLAS Standards</th>
<th>BHSS360 Domain</th>
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<tbody>
<tr>
<td>Engagement, Continuity Improvement and Accountability</td>
<td>Goals, Policies, and Accountability</td>
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<tr>
<td>Standard 11: Establish systems to identify and report concerns</td>
<td>Organizational Assessment &amp; Quality Improvement</td>
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<td>Standard 12: Conduct regular assessments of community health assets and needs and use results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area</td>
<td>Community Assessment</td>
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<td>Standard 12: Protect the confidentiality of personal information</td>
<td>Community and Consumer Involvement</td>
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<td>Standard 13: Establish and maintain appropriate partnerships to achieve cultural and linguistic goals</td>
<td>Cross-Cultural Conflict Resolution</td>
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<td>Standard 14: Communicate the organization’s progress in implementing and sustaining CLAS to all stakeholders, consumers, and the general public</td>
<td>Access Culturally and Linguistically Appropriate Services/CLAS Reporting</td>
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Number of Family Member and Staff Surveys Completed

- **Total**: 38
- **Maryland Coalition of Families**: 38
- **Maryland Choices**: 2
- **Institute for Innovation and Implementation**: 3
- **MD CARES/BKID & Governance**: 1

*Note: Only Maryland Coalition of Families and Maryland Choices included family member surveys.*

Target number of completed patient surveys = 25

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BHSS360 Overall Domain Scores

- **Collecting Family Member Background Data**
- **Annual Culturally and Linguistically Appropriate Services**
- **Organizational Assessments & Quality**
- **Promoting Language Services**
- **Notice of Availability of Language Services**
- **Promote Workforce Diversity**
- **Cultural Competency Training**
- **Promote Equity & Quality**
- **Discrimination/Bias**
- **Family Member Satisfaction**

*Staff*
Suggested Improvement Opportunities
Focus upon those domains that are below the domain average (staff – 69)
- Collecting Family Member Background Data (19)
- Ensuring Language Proficiency (35)
- Annual CLAS Reporting (48)
- Cross-cultural Conflicts Resolution (63)
- Organizational Assessments & Quality Improvement (64)
- Provide Language Services (64)
- Notice of Availability of Language Services (65)
- Goals, Policies, and Accountability (67)

Assessment Selection Considerations
- Electronic Collection vs. Focus Groups
- Quantitative vs Quantitative & Qualitative Data
- Content Areas
- Costs
- Time
- Staffing