
**National Technical Assistance Center
for Children's Mental Health**
GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT



***Implementation of the National CLAS Standards in
Behavioral Health: Lessons Learned***

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**The National Standards for Culturally and
Linguistically Appropriate Services
in Health and Health Care**




 **THINK
CULTURAL
HEALTH**

Intention

Advance Health Equity

Improve Quality

Help Eliminate Health Care Disparities



Enhancements


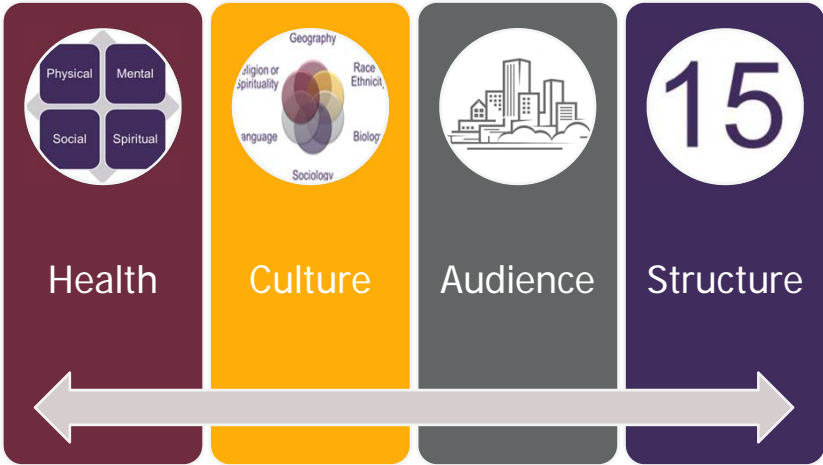
Health

Culture

Audience

Structure

15



The National CLAS Standards

Culture

A Venn diagram with six overlapping circles representing the components of the National CLAS Standards. The circles are arranged in a hexagonal pattern around a central point. The components are: Geography (top), Race & Ethnicity (top-right), Biology (right), Sociology (bottom), Language (bottom-left), and Religion or Spirituality (left). The circles overlap in various combinations, creating a central area where all six components intersect.

OMH THINK CULTURAL HEALTH

The National CLAS Standards

Health

A diagram showing four dark purple rounded squares arranged in a 2x2 grid. The squares are labeled: Physical (top-left), Mental (top-right), Social (bottom-left), and Spiritual (bottom-right). The squares are connected by a light gray cross-shaped frame that has arrowheads pointing outwards from each square.

OMH THINK CULTURAL HEALTH


The National CLAS Standards

**Health and Health
Care Organizations**



The National CLAS Standards

Principal Standard
Standard 1
Governance, Leadership, and Workforce
Standards 2-4
Communication and Language Assistance
Standards 5-8
Engagement, Continuous Improvement, and Accountability
Standards 9-15



Theme 1



governance | leadership | workforce



Theme 2

Communication & Language Assistance



multimedia | spoken | signed | written



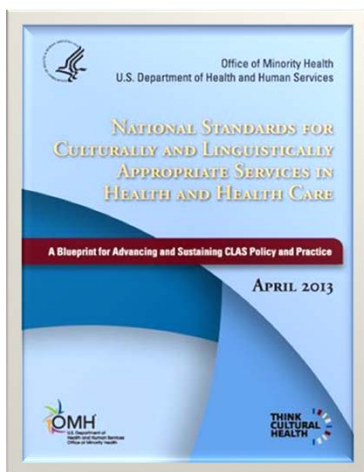
Theme 3



engagement | continuous improvement | accountability



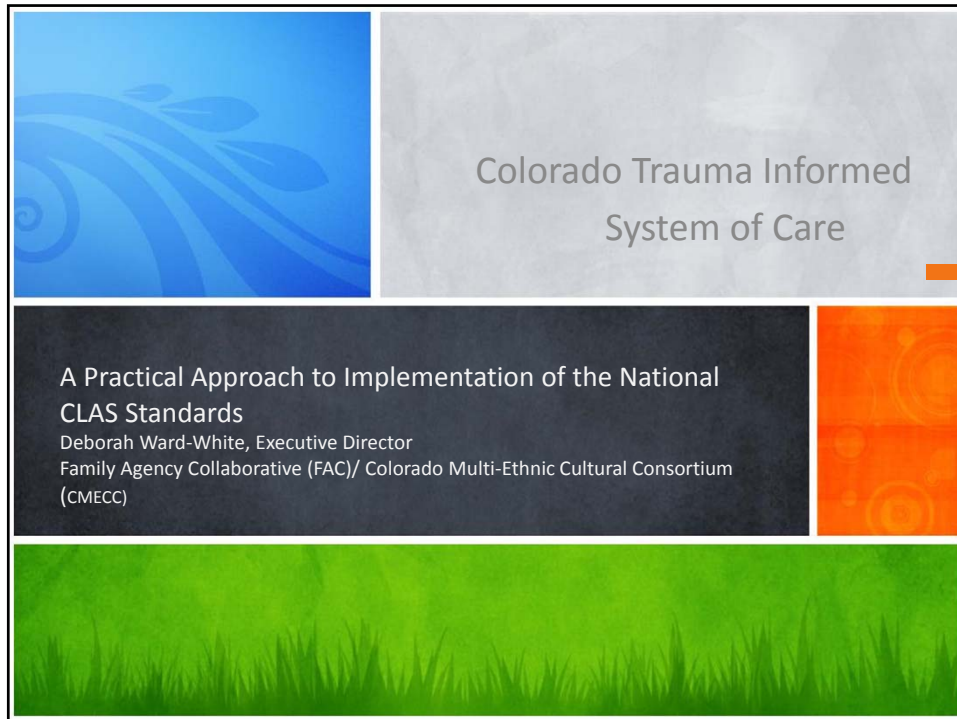
Resources



AdvancingCLAS@thinkculturalhealth.hhs.gov

www.ThinkCulturalHealth.hhs.gov






Colorado Trauma Informed
System of Care

A Practical Approach to Implementation of the National
CLAS Standards
Deborah Ward-White, Executive Director
Family Agency Collaborative (FAC)/ Colorado Multi-Ethnic Cultural Consortium
(CMECC)

The slide features a blue abstract graphic on the top left, a grey background for the title, a dark grey box for the subtitle and author information, an orange abstract graphic on the right, and a green grass border at the bottom.

Training Objective

- ❖ Bring about a Level of Awareness of Cultural Responsiveness/Competence and The Value of CLC and CLAS Standards Thru Engagement and Dialogue About The Community's Barriers and Challenges to Health/Behavioral Health Equity and CLC/ CLAS Standards.
 - ❖ Learn How Barriers, Challenges and Needs Are More Effectively Addressed Through Implementation of CLAS Standards.
- 

**Typical Technical Assistance Strategy
With Colorado Trauma Informed
System of Care “Communities of Excellence”**

- Introduction/ Orientation, Engagement , Includes Opened Dialogue Questions, Clarifications, Expectations, Needs, etc.
- Discussion of What Works and Informed of Communities Highest Expectations –Toward Being Culturally Responsive.
- Insight to Specific Barriers/ Challenges To Being Culturally Responsive(Inform The CTISOC T.A. of Community Issues.
- Initial Training on the Standards for Culturally and Linguistically Appropriate Services for Health/ Behavioral Health (CLAS Standards) Presented with a Strategic Checklist.
- Initial Assessment Tools (Provided with Questions and Definitions- Included to Bring Community/County into Culturally/ Linguistically Appropriate Service Awareness.)
- Issues to address with Technical Assistance



**CLAS Standards Implementation Strategies
In Colorado System of Care Communities
Continued**

- Focus Groups (Strongly Recommended, Designed and Facilitated)
- A list of other training modules provided by CTISOC T.A. or specific cultural expert T.A., based on individual needs, goals of each community.
- Community and/or County discuss, plan and decides which barrier challenge to address with Colorado Trauma Informed System of Care –Culturally Competent Technical Assistance.
- T.A. is Tied to Implementation of CLAS Standards and Reduction of Mental Health Disparities.
- CMECC Consortium Members, Cultural Task Force, Family Organization –Collaboration with Site Visits and T.A.
- Task Force Comprised of Local Community Providers of Color, Culturally Competent Experts, University, Higher Education Cultural Experts, Faith Based , Advocates, Family Members, Some State Agencies, Young Adults, Civil Rights Org’s-
- SOC Expansion Plan - 62 Recommendations Still Being Implemented.



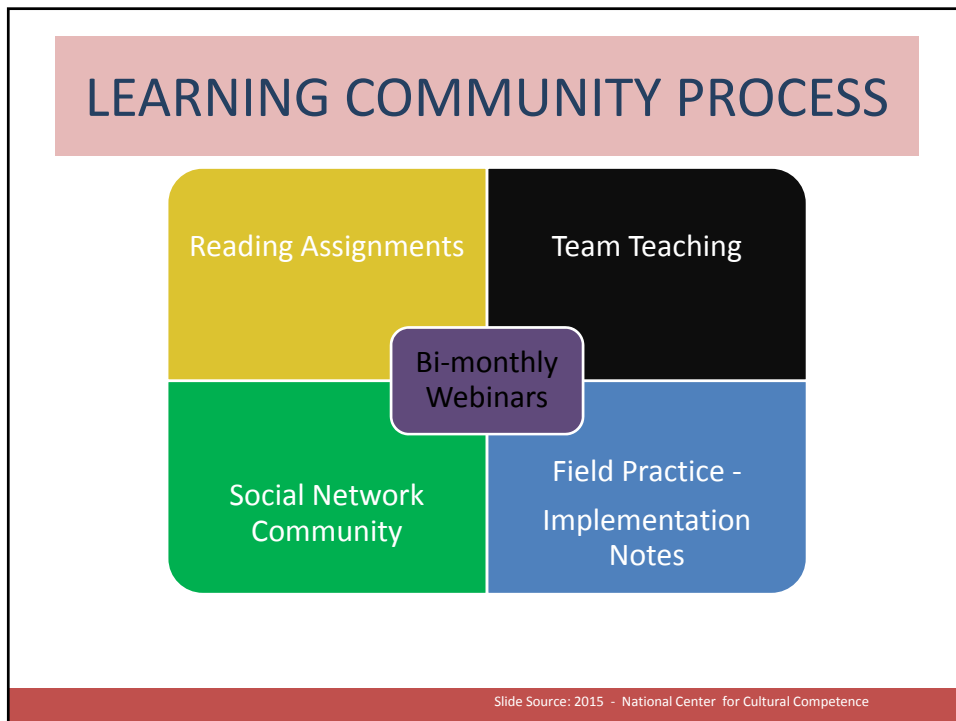
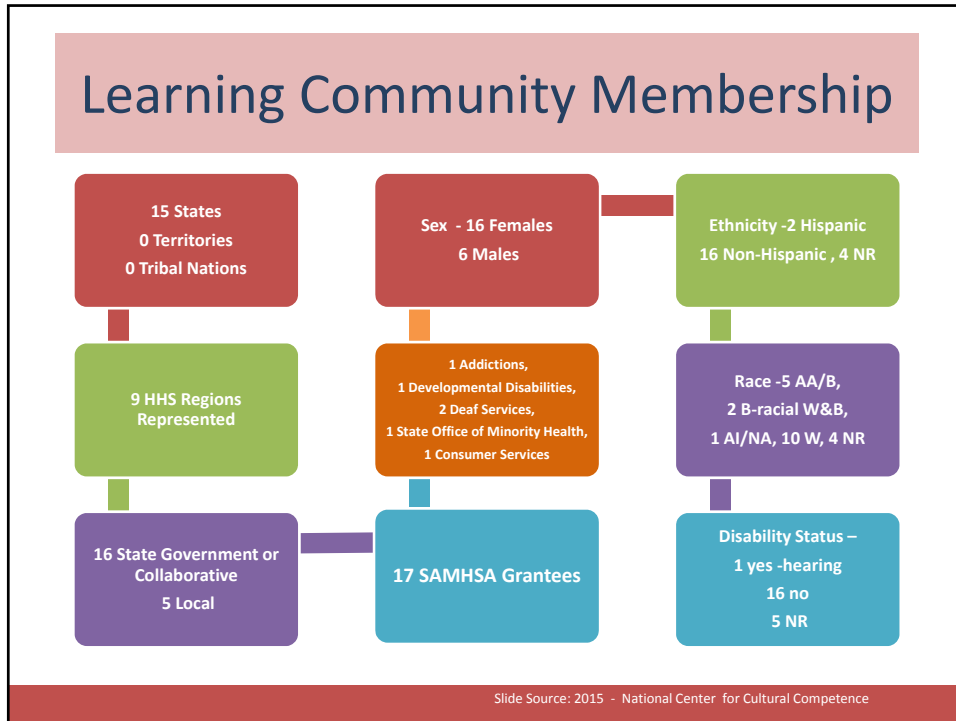
Impact Statement / Resources

- Teach relevance of tying reduction of disparities, disproportionality to SOC/CLAS Standards
- Provide Examples, Templates, Materials and Signage.
- Provide Resource Lists for Specific Needs in Community
- Provide Behavioral Health Assessment Tools



A Learning Community on the Implementation of the National CLAS Standards in Behavioral Health Settings Background

- **GEORGETOWN**
 - NASMHPD
 - STATE CLC NETWORK
- **SRA INTERNATIONAL, INC**
 - Office of Minority Health
 - Think Cultural Health
 - National CLAS Standards





SNAP SHOT

- What types of organizations were the focus of implementation efforts?
- What was their assessment of the current breadth and depth of implementation of the National CLAS Standards?
- Was their assessment based on data?
- If so, what was the source of data?

Slide Source: 2015 - National Center for Cultural Competence

THEORIES FOR CHANGE

Diffusion of Innovation

- Rogers (1995). *Diffusion of innovation*, New York: Free Press

Transtheoretical Stages of Change

- Mayeno (2007) Mayeno (2007). Stages of multicultural organizational change in *Multicultural organizational development: A Resource for health equity*. San Francisco, CA.: Compass Point
- Prochaska (1992). In search of how people change: Applications in addictive behavior. *American Psychologist* Vol 47

Implementation Science

- Fixsen, Naoom, Blasé, et.al, (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida

Slide Source: 2015 - National Center for Cultural Competence

THEMES FOR EXPLORATION

- What is the system doing relevant to the Standard?
- What are the facilitating factors that support the implementation of the Standard?
- What are the barriers that impede the implementation of the Standard?
- What elements from organizational change theory or implementation science inform the process?

Slide Source: 2015 - National Center for Cultural Competence

Colorado's Experience in the National CLAS Learning Collaborative



**Current OBH Practices that Align with CLAS Standards:
Governance, Leadership and Workforce**

- Revision of Office of Behavioral Health Rules to include more of a focus on cultural competence. Impacts designated mental health agencies and licensed SUD agencies because they are required to adhere to OBH Rules
- National Center for Cultural Competence’s Cultural and Linguistic Competence Policy Assessment is offered to all agencies
 - Working with both CMHIFL and CMHIP to advance Culturally Competent practices
- Partnered with Denver University for Research purposes
 - OBH Rules and National CLAS Standards crosswalk
 - Analysis of EBP’s cross-culturally
- Development of a Behavioral Health Equity Report
 - Policy analysis
 - Service data analysis
 - Environmental Scan of Best Practices
 - Reviewing Literature and Conducting Key Informant Groups
 - Regional focus groups
 - Completion of a comprehensive report

**Current OBH Practices that Align with CLAS Standards:
Communication and Language Assistance**

- Tracking client languages through legacy data systems
- www.linkincare.org allows individuals to search for behavioral health services based on languages offered
- Crisis services hotline, 1-844-493-TALK www.coloradocrisisservices.org
- OBH interpretive services for calls coming to our agency

Current OBH Practices that Align with CLAS Standards: Engagement, Continuous Improvement and Accountability

- The OBH maintains a web site for Culturally Informed and Inclusive Programs as a way of communicating activities related to culture and diversity.

<http://www.colorado.gov/cs/Satellite/CDHS-BehavioralHealth/CBON/1251631904156>

- Agency trainings are offered
 - Research Forum in recognition of National Minority Mental Health Awareness Month
- OBH-run Cultural Competency Advisory Council (CCAC) and Providers Network (PACC)
- Partnering Across State Agencies (Coalition for Minority Youth Equity), State Learning Collaborative)
- Statewide National CLAS Standards Learning Collaborative

Understanding Systemic Impact: A Mixed Bag

Factors that support implementation:

- OBH commitment
- Agencies are offered the CLCPA and are given their results, for internal review and planning.
- Agencies have designated CC positions

Factors that are barriers:

- The OBH Rules that outline required practices have some gaps with regards to implementation of the CLAS Standards- DU Report
- Few financial resources to advance efforts



Sample of Implementation Activities

- Expansion or initiation of training on the National CLAS Standards
- New positions established
- New conversations and engagement of new partners – State Medicaid Office, state administrative offices – quality improvement, policy, standards, tribal services, information officer - local champions, local university, managed care organizations, health equity groups outside of behavioral health
- Construction of policies with more enforcement ability and preparation of the “monitors” for that role

Slide Source: 2015 - National Center for Cultural Competence

Examples of Facilitating Factors

- Leadership support – Governor, Agency Director, Department Director
- Standardized Data Collection
- Lawsuits
- SAMHSA Disparities Impact Statement Requirements
- Medicaid partnership
- Contractual requirements

Slide Source: 2015 - National Center for Cultural Competence

Examples of Barriers

- Hostile community environment – English only orientation
- Law suit – settlement focus on deaf services and eliminated the focus on CLC
- Absence of buy in from senior leadership (lack of information to opposition to the goals)
- The National CLAS Standards are not enforceable (except via Title VI)
- Legislative limitations on the authority of the state agency

Slide Source: 2015 - National Center for Cultural Competence

Learning Community Member Activities

- Increasing Awareness
- Building a 'Village'
- Building Capacity
- Engaging Leadership
- Embedding into ongoing work



Organizational Practices: within the "Village"

- Structures
- Resources
- Trainings
- Policy



www.greenhumour.com/ Wildlife Trust of India



Facilitators and Barriers

Facilitators

Preexisting supportive environment
Leadership buy-in
Resource allocation
Dedicated structure(s)
Champions
External levers

Barriers

- Hostile or non-supportive environment
- Absent leadership buy-in
- “Budget”
- Siloed systems
- Absence of federal mandate for National CLAS Standards

DISCUSSION



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