Taking Action. . .thru Cultural Competency & Diversity Planning
Howdy!

I am Jed D. Johnson, M.B.A., M.S.W.

Managing Director, Aging Services
You can reach me at: jjohnson@carf.org

What would your organization’s assessment learn about me?

• Long distance caregiver for 94 yr. old mother-in-law in Western PA.
• Married to my husband for 7 yrs., commitment ceremony 28 yrs. ago, together for 33 yrs., He’s African American & older.
• While close with my family, spend all holidays and communicate 2-4 times weekly with two friends
• Both my husband & I are very spiritual. Attend and are active in church.
• Native midwesterner
Overview of CARF

• Independent, nonprofit, international accreditation and standards setting organization founded in 1966

• CARF International is a group of companies that includes CARF, CARF Canada, and CARF Europe

• Fields served:
  o Aging Services *(Includes Adult Day Services, Home & Community Services)*
  o Behavioral Health
  o Child and Youth Services *(includes Respite)*
  o Employment and Community Services *(includes Respite)*
  o Medical Rehabilitation
  o Opioid Treatment Program
  o Vision Rehabilitation Services

• Over 1,500 surveyors and approximately 100 staff members
Achieving cultural competence is a long-term commitment. Remember that it is accomplished one step at a time.

National Center for Cultural Competence
Definition of a Plan

Written direction that is action oriented and related to a specific project or defined goal, either present and/or future oriented.

A plan may include the steps to be taken to achieve stated goals, a time line, and the positions or persons responsible for implementing the identified steps.
Implementation of Planning Processes

Performance Improvement: The ongoing cycle to support excellence

If you can't describe what you are doing as a process, you don't know what you're doing.

W. Edwards Deming
1.A. Leadership

**Implements** a cultural competency and diversity plan that:

- Addresses persons served, personnel, and stakeholders
- Is based on:
  - Culture
  - Age
  - Gender
  - Sexual orientation
  - Spiritual beliefs
  - Socioeconomic status
  - Language
- Is reviewed at least annually for relevance
- Is updated as needed
Intent Statement

Respite providers are able to demonstrate an awareness of, respect for, and attention to the diversity of the people whom the program impacts* that are reflected in attitudes, organizational structures, policies and services.

*(personnel, care recipients & family caregivers, volunteers, community, board members, other stakeholders)
Key Elements for Success

- Leadership Priority
- Resource Allocation
- Holistic Approach
- Develop (& Implement) Plan
- Linkages with Community
- How will you measure success?
Where to begin: Assessments

- Organizational assessment: policies, procedures, bylaws, and community perceptions
- Staff assessment: knowledge, skills, and practices
- Self-assessment: personal attitudes, beliefs, and behaviors
- *A Toolkit for Serving Diverse Communities* (ACL/AoA)
- Consider social determinants of health (SDoH)
Where to begin: Identifying Resources About the Community

- Agency knowledge of the service community
- Partnerships and coalitions with representatives from diverse groups
- Client and community data
- Client input

**A Toolkit for Serving Diverse Communities (ACL/AoA)**

**Public health data (Community Health Needs Assmt.)**
- [www.cdc.gov/PublicHealthGateway](http://www.cdc.gov/PublicHealthGateway)
- [www.HealthyPeople.gov](http://www.HealthyPeople.gov)
Elements of:

1. Introduction
   a. Vision
   b. Values
   c. Definitions

2. Statistics
   a. Personnel
   b. Service delivery area

3. Summary of relevant policies
   a. Employee handbook
   b. Policy and procedures manual
   c. Consumer handbook

4. Oversight of plan
   a. Review
   b. Updates
   c. Sharing
# Cultural Competency & Diversity Plan

<table>
<thead>
<tr>
<th>Areas to be addressed</th>
<th>Intended Audience Persons Served? Personnel? Other Stakeholders?</th>
<th>Overview &amp; Performance Area(s)</th>
<th>Action Steps</th>
<th>Timeline</th>
<th>Budget impact</th>
<th>Person(s) responsible</th>
<th>How will you measure success?</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race &amp; Ethnicity (self-identified)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender &amp; Gender Identity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual beliefs/Religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Areas to be addressed:

• Organizational values
• Governance
• Communication  
  ○ Internal & External  
• Human Resources  
  ○ Staff Development  
• Organizational Infrastructure
• Services/Interventions
• Planning & Monitoring/Evaluation
Examples

• Build the organization’s capacity execute cultural competency & diversity planning
  ○ Establish committee including board liaison
    • Host kick-off meeting
    • Craft charter, etc.
  ○ Conduct assessment of key stakeholder groups
    • Demographics
    • Knowledge/awareness
    • Focus group
  ○ Assess and access resources
    • Community partners
    • Training materials, curricula
Examples (continued)

• Ensure respite assessment, screening and marketing materials are culturally respectful and are responsive to diverse cultural beliefs and practices, preferred languages, literacy, and other communication needs.
  ○ Review of all tools and materials currently in use
  ○ All forms should contain inclusive, gender-neutral language (& graphics) that allows for self-identification.
  ○ Assess literacy levels and modify as indicated
  ○ Ensure access to translation services, but also consider enhancing multi-lingual staff proficiency

• Resources:
  ○ [https://thinkculturalhealth.hhs.gov](https://thinkculturalhealth.hhs.gov)
  ○ A Practical Guide to Implementing the National CLAS Standards: For Racial, Ethnic and Linguistic Minorities, People with Disabilities and Sexual and Gender Minorities
  ○ Human Rights Campaign, Healthcare Equality Index [https://www.hrc.org/hei](https://www.hrc.org/hei)
Next steps...
Start where you are.
Use what you have.
Do what you can.

Arthur Ashe
Thank you!

Any questions?

You can reach me at:

**Toll Free** (888) 281-6531 ext. 5006

**Email** jjohnson@carf.org

Or visit www.carf.org