An Introduction to the Cultural and Linguistic Competence Assessment for Respite Organizations (CLCARO) and Guide

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What we will do today

Participants will:

1. Review conceptual frameworks and definitions of cultural competence and linguistic competence.

2. List key benefits of conducting cultural and linguistic competence organizational self-assessment.

3. Review how the CLCARO and guide are structured.

4. Engage in a Q&A session.
Are we on the same page?

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<th>culturally aware</th>
<th>cultural humility</th>
<th>culturally relevant</th>
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<td>culturally competent</td>
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Cultural competence requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally.

(Adapted from Cross, Bazron, Dennis & Isaacs, 1989)
Five Elements of Cultural Competence

ORGANIZATIONAL LEVEL

1. value diversity
2. conduct self-assessment
3. manage the dynamics of difference
4. embed/institutionalize cultural knowledge
5. adapt to diversity (values, polices, structures & services)

(Cross, Bazron, Dennis and Isaacs, 1989)
ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

These five elements must be manifested at every level of an organization or system including:

- policy making
- administration
- practices, supports, services, care
- individuals & families
- community

and reflected in its attitudes, structures, policies, practices, and services.

Adapted from Cross, Bazron, Dennis, & Isaacs, 1989
Cultural competence is a developmental process and occurs along a continuum. Organizations and agencies that provide respite services are at various stages on this continuum.
Linguistic Competence

- Is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse groups including persons of limited English proficiency, those who are not literate or have low literacy skills, individuals with disabilities, or those who are deaf or hard of hearing;

- Requires organizational and provider capacity to respond effectively to the health literacy and mental health literacy needs of populations served; and

- Ensures policy, structures, practices, procedures and dedicated resources to support this capacity.
Introducing the CLCARO & Guide

Cultural and Linguistic Competence Assessment for Respite Organizations

CLCARO

A GUIDE FOR USING THE Cultural and Linguistic Competence Assessment for Respite Organizations
Benefits of Organizational Self-Assessment

- Gauging the degree to which organizations are effectively addressing the interests and needs of racial, ethnic, linguistic, cultural, and other identity groups.
- Determining the knowledge, skills, interests, and needs of staff, board members, volunteers, and organizational membership.
- Improving access, utilization, outcomes, and satisfaction with services and activities conducted.
- Establishing partnerships that will meaningfully involve persons who experience disabilities, older adults, family caregivers and/or friends, community partners, and key constituency groups.
- Determining strengths and areas for growth for individuals employed by or affiliated with the organization.

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Achieving cultural competence is a developmental process at the individual and organizational levels.

With appropriate support, individuals can enhance cultural awareness, knowledge, and skills.

Cultural and linguistic strengths exist within organizations but often go unnoticed or untapped.
Organizational self-assessment is a necessary, effective, and systematic way to plan for and incorporate cultural and linguistic competence. An assessment should probe the values, policies, structures, practices, attitudes, and behaviors of an organization, including those of its board, staff, consultants, contractors, and volunteers. It should also elicit the perspectives and experiences of diverse people, constituency groups, and communities served.
Values and Guiding Principles for Organizational Self-Assessment

- Strengths-based model
- Supportive and non-judgmental environment
- Meaningful involvement of persons who receive supports and service or participants in activities conducted
- Results are used to enhance and build capacity
- Diverse dissemination strategies within the organization, constituency groups, and communities

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The CLCARO Probes Four Areas

OUR WORLD VIEW
This section asks for perspectives about:
(1) the organization’s world view of cultural diversity and approaches to inclusion and equity, (2) the extent to which this world view guides organizational behavior and is established in policy, and (3) the organization’s philosophy, values, and commitment to cultural and linguistic competence and equity.

WHO WE ARE
This section examines the cultural diversity of staff, board members, committee members, volunteers, and others who do the work of the organization. It also probes training and ongoing professional development needed to support cultural and linguistic competence and equity. The items in this section apply to persons with and without disabilities.
The CLCARO Probes Four Areas

WHAT WE DO
This section examines how cultural and linguistic competence applies to the core functions of your respite organization, including:
1) recruitment, education, and training for key constituency groups; 2) public policy and advocacy centered on equity; 3) community engagement and partnerships with emphasis on under resourced communities and racially, ethnically, linguistically, and culturally diverse populations; 4) information dissemination; and 5) provision of direct services and supports and implementation of continuous quality improvement.

HOW WE WORK
This section probes how cultural and linguistic competence and equity are applied to the structure, funding, and leadership activities of your organization.
A Four-Phase Approach to Organizational Self-Assessment

Phase 1. Establish a structure to guide the work

Phase 2. Create a shared vision and shared ownership

Phase 3. Collect, analyze, and disseminate data

Phase 4. Develop and implement a Plan of Action

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What the NCCC has learned along the way...

- Plan for the process of organizational self-assessment to be both time and resource intensive.
- Determine organizational commitment and readiness to engage in self-assessment before starting.
- Remember that the process is as important as the outcome.
- Anticipate resistance. Determine the root causes. Address them promptly, effectively, without judgment.
- Secure the full support and “buy in” of leadership.
- Ensure meaningful engagement and partnership with key constituency group and communities right from the start and throughout the process.
A primary goal of cultural and linguistic competence organizational assessment is change.

"Culture does not change because we desire to change it. Culture changes when the organization is transformed; the culture reflects the realities of people working together every day."

Frances Hesselbein
The Key to Cultural Transformation, Leader to Leader (Spring 1999)
And now a word from Jill Kagan
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