

Resources to Take You to the Head of the CLAS (Culturally and Linguistically Appropriate Services)

Theme 1: Governance, Leadership, and Workforce		
#	Standards	Resources
1.2a	Identify and designate a CLAS champion, or champions , who are supported by the organization's leadership, and whose specific responsibilities include (at a minimum) continuous learning, promoting, and identifying and sharing educational resources about CLAS and the National CLAS Standards throughout the organization.	<ul style="list-style-type: none"> • HHS/OMH: Providing CLAS – an overview of strategies to provide CLAS • HHS/OMH: Arthur Kleinman's Eight Questions – a model to provide patient-centered care that considers patient beliefs and expectations
1.2b	Create and implement a formal CLAS implementation plan that is (at a minimum) endorsed and supported by the organization's leadership, that describes how each standard is understood, how each Standard will be implemented and assessed, and who in the organization is responsible for overseeing implementation.	<ul style="list-style-type: none"> • Harvard: Fox Chase Tour Handout Take 1 – a self-assessment tool for an organization's health literacy environment
1.3a	Target recruitment efforts to the populations served to increase the recruitment of culturally and linguistically diverse individuals through actions such as: posting job descriptions in multiple languages in local community media, holding job fairs in the community(ies) served, and/or working with leaders of local community institutions to create mentorship and training programs targeting populations served.	<ul style="list-style-type: none"> • IOM: Ten Attributes of Health Literate Health Care Organizations – provides a definition of a health literate organization • QSource: Culturally and Linguistically Appropriate Services: What, Why and How – provides an overview of CLAS
1.3b	Create internal organizational mentorship programs , specifically targeting culturally and linguistically diverse individuals, that provide information about and support for additional training opportunities, and that links individuals in junior positions with individuals in senior positions to receive career guidance and advice.	<ul style="list-style-type: none"> • QSource: CLAS Standards Assessment – a tool to assess your organization's progress on CLAS
1.4a	Deliver or make freely available continuous CLAS-related training and technical assistance to leadership and all staff.	<ul style="list-style-type: none"> • SaferCare Texas: Introduction to the C.L.A.S. Standards – an interactive training module on CLAS
1.4b	Create and disseminate new resources about CLAS within the organization using widely accessible platforms (e.g., employee dedicated webpages, employee Intranet, employee break room).	<ul style="list-style-type: none"> • TRAIN: Effective Communication for Healthcare Teams – training for providers that addresses health literacy, Limited English Proficiency, and cultural competence
1.4c	Incorporate assessment of CLAS competencies (e.g., bilingual communication, cross-cultural communication, cultural and linguistic knowledge) on an ongoing basis into staff performance ratings.	

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Theme 2: Communication and Language Assistance		
#	Standards	Resources
2.5a	Complete an organizational assessment specific to language assistance services to describe existing language assistance services and to determine how they can be more effective and efficient.	<ul style="list-style-type: none"> • HHS/OMH: CLAS, Cultural Competency and Cultural Humility – overview of cultural competency and cultural humility strategies • HHS/OMH: Communication Styles – guide on cultural differences for communication styles
2.5b	Standardize procedures for staff members and train staff in those procedures. It may be appropriate to provide staff with a script to ensure that they inform individuals of the availability of language assistance and to inquire whether they will need to utilize any of the available services.	<ul style="list-style-type: none"> • HHS/OMH: Effective Cross-Cultural Communication Skills – tips on how to improve your organization's cross-cultural communication skills • HHS/OMH: Addressing Framework – a useful mnemonic for key social identities to consider for getting to know a patient's cultural identity
2.6	Provide individuals with notification that describes what communication and language assistance is available, in what languages the assistance is available, and to whom they are available. Notification should clearly state that communication and language assistance is provided by the organization free of charge to individuals.	<ul style="list-style-type: none"> • HHS/OMH: Respect Model – a model for how to engage patients in a culturally and linguistically competent manor • HHS/AHRQ: The SHARE Approach Quick Reference – a five-step process for shared decision making that explores what matters most to the patient
2.7a	Require that all individuals serving as interpreters complete certification or other formal assessments of linguistic and health care terminology skills to demonstrate competency.	<ul style="list-style-type: none"> • HHS/AHRQ: Be More Engaged in Your Healthcare: Tips for Patients – a tool to empower patients to engage in shared decision making with their healthcare providers
2.7b	Provide financial and/or human resource (e.g., time off) incentives to staff who complete interpreter training and meet assessment criteria, to build organizational capacity to provide competent language assistance.	<ul style="list-style-type: none"> • CMS: Guidelines to Developing a Language Access Plan – comprehensive guide on how to create a language access plan to ensure individuals with Limited English Proficiency receive appropriate assistance • HHS/OMH: Working Effectively with an Interpreter – tips on how to work with an interpreter
2.8	Formalize processes for translating materials into languages other than English and for evaluating the quality of these translations. This may include testing materials with target audiences.	<ul style="list-style-type: none"> • LEP: Translation – several resources on translation including language identification cards, toolkits for written translations, guides for making written material clear and effective

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Theme 3: Engagement, Continuous Improvement, and Accountability		
#	Standards	Resources
3.9	Incorporate CLAS into mission, vision, and/or strategic plans by determining how organization acknowledges and addresses concepts such as diversity, equity, inclusion, and practices such as asking individuals about preferences for care/services.	<ul style="list-style-type: none"> • HHS/OMH: Crosswalk: National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care – a crosswalk of performance metrics to verify providers are meeting the communication needs of diverse patient populations
3.10a	Tailor existing evaluation efforts to include measures of CLAS implementation (e.g., patient/client satisfaction measures can include questions about CLAS; outcome data can be stratified by REAL data to determine demographic differences).	<ul style="list-style-type: none"> • HHS/OMH: NCQA CLAS Crosswalk – a crosswalk of PCMH recognition program requirements to CLAS standards • HHS/OMH: Combating Implicit Bias and Stereotypes – strategies to confront implicit biases and reduce stereotypes
3.10b	Complete a CLAS-related organizational assessment of the cultural and linguistic needs of populations served and of organizational resources to address these needs.	<ul style="list-style-type: none"> • HHS/OMH: Engaging Community Partners to Support Equitable Crisis Response and Recovery – communication resource about engaging community stakeholders
3.11a	Collect race, ethnicity, and language (REAL) data (at a minimum) from all individuals receiving services , either by tailoring existing data collection approaches or creating a new data collection process.	<ul style="list-style-type: none"> • HHS/OMH: Ensuring Culturally and Linguistically Appropriate Crisis Communication – describes CLAS strategies for development of effective crisis communication materials
3.11b	Use REAL data to identify needs, describe current care and service provision trends, and improve care and service provision.	<ul style="list-style-type: none"> • HHS/OMH: Developing Culturally CAPABLE materials – Considerations for designing culturally and linguistically appropriate materials
3.12	Collaborate with stakeholders and community members in community health needs assessment data collection, analysis, and reporting efforts to increase data reliability and validity.	<ul style="list-style-type: none"> • NCQA: Implementing Multicultural Health Care Standards: Ideas and Examples – strategies and ideas to promote multicultural care
3.13	Include community members in the process of planning programs and developing policies to ensure cultural and linguistic appropriateness by convening town hall meetings, conducting focus groups, and/or creating community advisory groups.	<ul style="list-style-type: none"> • HRET: Building a Culturally Competent Organization: The Quest for Equity in Health Care – a guide on cultural competency in healthcare and accompanying slides on a self-assessment of cultural competence
3.14	Consider using staff as cultural brokers to help improve feedback mechanisms, conflict resolution process, and communication with culturally and linguistically diverse individuals.	<ul style="list-style-type: none"> • Community Tool Box: Assessing Community Needs and Resources – a set of tools for conducting assessments of community needs and resources
3.15	Partner with community organizations to lead discussions about the services provided and progress made and to create advisory boards on issues affecting diverse populations and how best to serve and reach them.	<ul style="list-style-type: none"> • IPro: Cultural & Linguistic Competency Toolbox – a set of tools on cultural and linguistic competency • IPro: Health Literacy Toolbox – a set of tools on health literacy • IPro: REaL Data Collection Toolbox – a set of tools on collecting REaL data