

Cultural and Linguistic Competency

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Languages spoken at home in California. 2018 Data from U.S. Census Bureau (Does not include ASL.)

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Languages Spoken at Home in California in 2018



Estimated Total Population 5 years and over 37,128,552

Speak only English	55.4%
Speak a language other than English	44.6%
Speak Spanish	10,736,486 (28.9%)
Speak Indo-European languages	1,686,889 (4.5%)
[French (Patois, Cajun), French Creole, Italian, Portuguese, Portuguese Creole, German, Yiddish, Other West Germanic languages, Scandinavian languages, Greek, Russian, Polish, Serbo-Croatian, Other Slavic languages, Armenian, Persian, Gujarathi, Hindi, Urdu, Other Indic languages]	
Speak Asian and Pacific Island languages	3,726,151 (10.0%)
[Chinese, Japanese, Korean, Mon-Khmer, Cambodian, Miao, Hmong, Thai, Laotian, Vietnamese, Tagalog, other Pacific Island languages]	
Other Languages	404,609 (1.1%)
[Navajo, Other Native American languages, Hawaiian, Arabic, Hebrew, African languages, other unspecified languages]	

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Data Source: U.S. Census Bureau, American Fact Finder, 2018 American Community Survey 1-Year Estimates, Table DP02

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Limited English Speaking Households

Limited English Speaking Households formerly (linguistic isolation) refers to households in which no member 14 years old and over: (1) speaks only English or (2) speaks a non-English language and speaks English "very well."

Limited English Speaking Households in California in 2018

All households	9.0%
<i>Households speaking--</i>	
▪ Spanish	19.0%
▪ Other Indo-European languages	15.5%
▪ Asian and Pacific Island languages	26.0%
▪ Other languages	15.8%

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Data Source: U.S. Census Bureau, American Fact Finder, 2018 American Community Survey 1-Year Estimates, Table S1502

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UNSERVED AND UNDERSERVED

The term "unserved and underserved" includes populations such as individuals from racial and ethnic minority backgrounds, disadvantaged individuals, individuals with limited English proficiency, individuals from underserved geographic areas (rural or urban), and specific groups of individuals within the population of individuals with developmental disabilities, including individuals who require assistive technology in order to participate in and contribute to community life.

This definition
in the Act tells
us groups
that may
experience
disparities.

114 STAT. 1682 SEC. 102. DEFINITIONS, 42 USC 15002

Data source: retrieved on 7/30/18 from https://www.acl.gov/sites/default/files/about-acl/2016-12/dd_act_2000.pdf

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The Lanterman Developmental Disabilities Services Act

Amendments 2016

This Act specifically requires:

- 1) The department and regional centers must annually collaborate to compile specified data relating to **purchase of service authorization, utilization, and expenditure by each regional center.**
- 2) Each regional center to annually report to the department regarding the regional center's implementation of these requirements, including whether the data indicates a need to reduce disparities in the purchase of services among consumers in the regional center's catchment area and the regional center's recommendations and plan to **promote equity, and reduce disparities, in the purchase of services.**
- 3) The department to consult with specified stakeholders to review the data, develop recommendations to help **reduce disparities in purchase of service expenditures, and encourage development and expansion of culturally appropriate services,** among other things, and to report the status of its efforts to the legislature.

Data source: https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520162AB1

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Building Capacity in Cultural and Linguistic Competence: An Approach to Reducing Disparities in the DD System

A collaborative initiative funded by the California Department of Developmental Services

Implemented by the Georgetown University National Center for Cultural Competence and the
State Council on Developmental Disabilities (California)



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Disparities in what?

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Disparities: A Disability Framework

FULL PARTICIPATION OF INDIVIDUALS WITH DEVELOPMENTAL AND OTHER DISABILITIES
in all facets of community life

Health ♦ Housing ♦ Child Care ♦ Recreation ♦ Employment ♦ Education ♦ Early Intervention ♦ Transportation



Public Policy & Resources
(Public & Private Sector)

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Cultural Factors That Influence Diversity Among Individuals and Groups

Internal Factors

- Cultural/Racial/Ethnic Identity
- Tribal Affiliation/Clan/Societies
- Nationality
- Acculturation/Assimilation
- Socioeconomic Status/Class
- Education
- Language
- Literacy
- Family Constellation
- Social History
- Military Status
- Perception of Time
- Health Beliefs & Practices
- Health & Mental Health Literacy
- Beliefs about Disability or Mental Health
- Lived Experience of Disability or Mental Illness
- Age & Life Cycle Issues
- Gender, Gender Identity & Expression
- Sexual Orientation
- Religion & Spiritual Views
- Spatial & Regional Patterns
- Political Orientation/Affiliation

Adapted with permission from James
Mason, Ph.D., NCCC Senior Consultant

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Cultural Barriers to Accessing Services and Supports

- Historical mistrust of health care, mental health, education, and social service professionals
- Based on country of origin, unfamiliar with services and supports offered in the U.S.
- Experiences of racism, oppression, ableism, sexism, homophobia, religious-phobias, discrimination, oppression, and bias
- Cultural beliefs about the meaning of disability (including differing value systems)
- Stigma
- Literacy and health literacy
- Limited English Proficiency



T.D. Goode

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Getting on the Same Page: Definitions and Conceptualizations

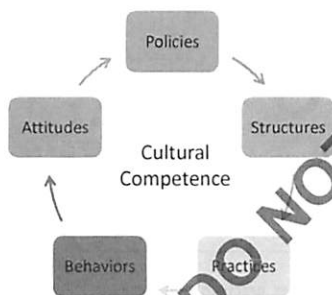
Cultural Competence



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Cultural Competence Conceptual Framework



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.)

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Five Elements of Cultural Competence

INDIVIDUAL LEVEL

- 1 acknowledge cultural differences
- 2 understand your own culture
- 3 engage in self-assessment
- 4 acquire cultural knowledge & skills
- 5 view behavior within a cultural context

(Cross, Bazron, Dennis and Isaacs, 1989)

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Culturally Competent Practices Individual Level

What does this mean for individuals with developmental disabilities & their families?

- ADVOCATES
- PARTNERSHIPS
- ADVISORY GROUPS
- BOARD MEMBERSHIP
- FACULTY, PROGRAM STAFF, CONSULTANTS
- KNOWLEDGE BEACON



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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, policies, structures & services)

(Cross, Bazron, Dennis and Isaacs, 1989)

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ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

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

- policy
- administration
- practice & service delivery
- individuals & families
- community

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

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Disparities: A Disability Framework

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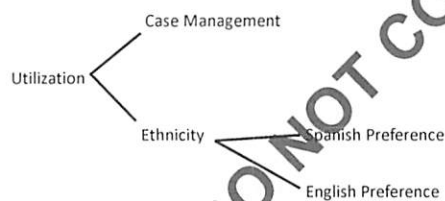


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What is the nature of the disparity in utilization between Hispanic Latino and European Americans?



What can NBRC do to reduce those disparities?

Root Cause Analysis

- Conduct a preliminary review of available data and look for patterns or discrepancies.
- Develop hypotheses about what the data means.
- Develop approach to test hypotheses quickly.
- Based on information gathered, adjust hypotheses, as necessary, and develop strategies for longer-term data collection.

Preliminary Review

We looked at: Consumers with no Purchase of Services by Ethnicity and Preferred Language for two groups: Ages 3-21 (School Age) and Ages 22+ (Adult)

Data showed:

- A higher percentage of school age clients with no purchase of services in all subgroups (not surprising)
- Small discrepancies in the percentage of clients with no Purchase of Services between Spanish and English speaking families (surprising)
- Small discrepancies in the percentage of clients with no Purchase of Services between White and Latino families (surprising)

Hypotheses

Major categories of contributing factors:

- Generic resources
- Service Provision
- Cultural and Linguistic Competency

Cultural and Linguistic Competency:

- Language of the Regional Center or the provider may be a barrier to client and family
- Services offered may not meet the families cultural or linguistic needs
- Family's culture may play a role in whether to use residential services for their adult family member or to keep them at home.
- The way information is communicated may affect individual and family trust (radio, word of mouth, direct mail, family support meeting).
- A family's culture and language may impact their comfort level around advocating for services, following due process, and taking legal action to support the needs of their family member.

Next Steps

- Refine data gathering
- Client Satisfaction Survey/Interview
- If our hypothesis are true, what does that mean about what we can do?
 - Build capacity of service coordinators
 - Redefine NBRC's vision, culture and reputation
 - Bring vendors in alignment with NBRC values
 - Rethink budget – how we spend money

Implications for the NBRC Board of Directors

- Do our policies align with cultural and linguistic competency?
- Are board motives and actions culturally and linguistically competent?
- Are board members knowledgeable about cultural and linguistic competency?
- Should we create a board committee devoted to Cultural and Linguistic Competence?

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