



End-Stage Renal Disease
Network Program

Module 2

National CLAS Standards Overview

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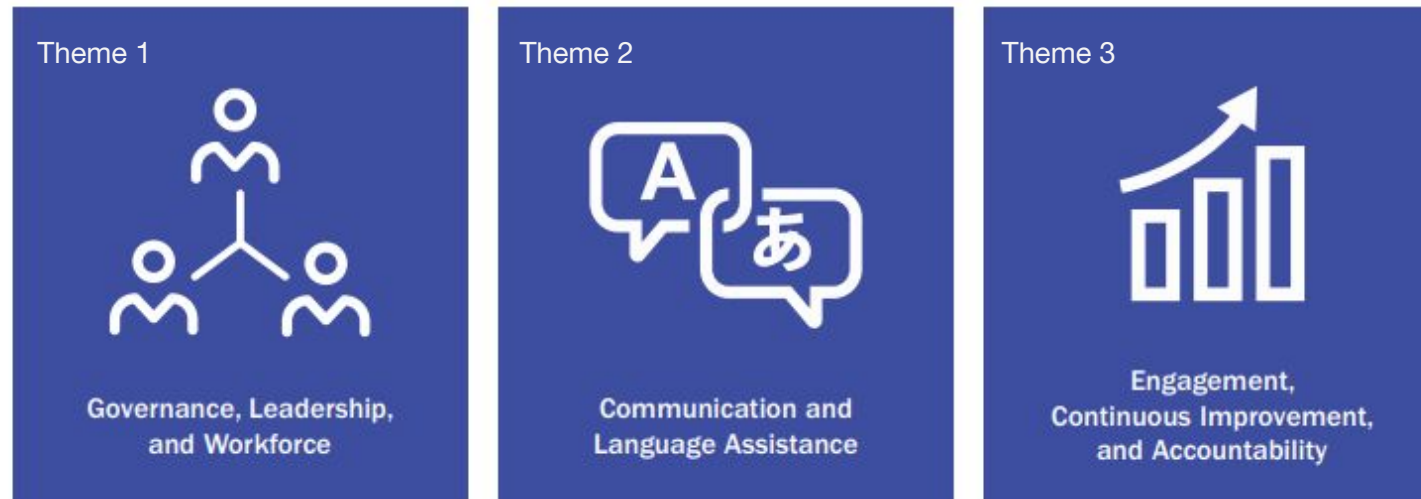
What are the National CLAS Standards?

Principal Standard and 3 Themes



There are 15 National CLAS Standards that are divided into The Principal Standard and 3 themes.

- Principal Standard (Standard 1): Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.



Theme 1: Governance, Leadership, and Workforce

Standards 2-4



Theme 1 emphasizes the importance of CLAS implementation as a systemic responsibility, requiring the endorsement and investment of leadership, and the support and training for all individuals within an organization.



Theme 1: Governance, Leadership, and Workforce

Standards 2-4



Standard 2: Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.

Standard 3: Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area.

Standard 4: Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.

Theme 2: Communication and Language Assistance

Standards 5-8



Theme 2 includes all communication needs and services (verbal and written translations services, sign language, braille, etc.) that should be offered.



Theme 2: Communication and Language Assistance

Standards 5-8



Standard 5: Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services.

Standard 6: Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.

Standard 7: Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.

Standard 8: Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.

Theme 3: Engagement, Continuous Improvement, and Accountability

Standards 9-15

Theme 3 highlights the importance of establishing individual responsibility to ensure that CLAS is supported, while maintaining that effective delivery of CLAS demands action across organizations.



Theme 3: Engagement, Continuous Improvement, and Accountability

Standards 9-11

Standard 9: Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations.

Standard 10: Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities.

Standard 11: Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery

Theme 3: Engagement, Continuous Improvement, and Accountability

Standards 12-15

Standard 12: Conduct regular assessments of community health assets and needs and use results to plan and implement services that respond to the cultural and linguistic diversity of populations.

Standard 13: Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.

Standard 14: Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints.

Standard 15: Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public.