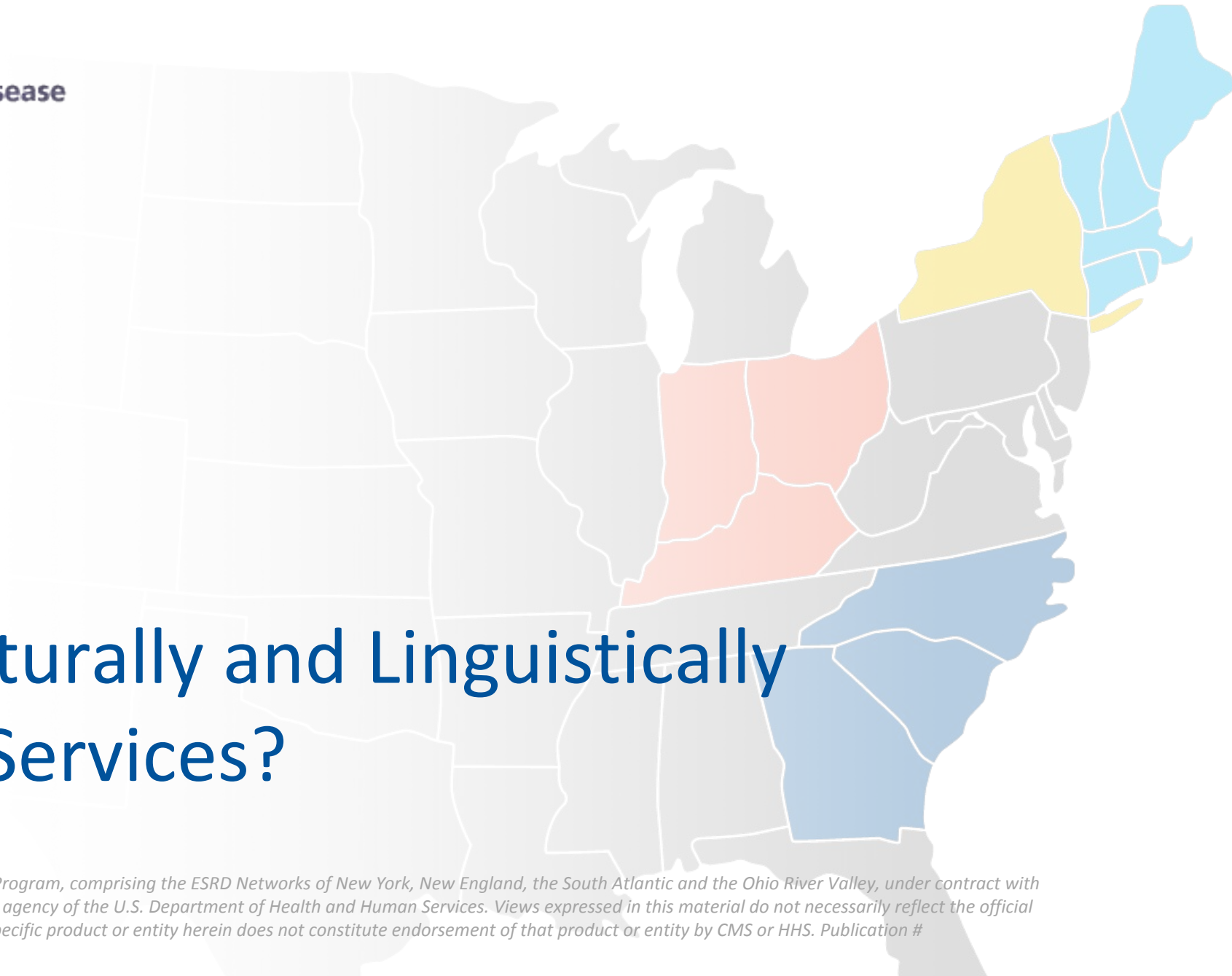




End-Stage Renal Disease
Network Program



Module 1

What are Culturally and Linguistically Appropriate Services?

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What are Culturally and Linguistically Available Services (CLAS)?



CLAS is an approach to healthcare that ensures everyone, regardless of their cultural background or language, receives equitable and effective care. By tailoring services to an individual's culture and language preferences, health professionals can help bring about positive health outcomes for diverse populations.



Why is CLAS important?

CLAS aims to:

- **Provide language assistance**
- **Allow providers to gain cultural competence**
 - Understand cultural norms, values, and beliefs of the patient population
- **Develop resources and educating in plain language**
 - Communication in the simplest terms without the use of jargon and visuals if available
- **Respect religious and cultural beliefs**
- **Collaborate with community organizations**
- **Support ongoing training for providers on cultural competence and communication skills.**
- **Improve and/or adopt policies to promote CLAS standards.**

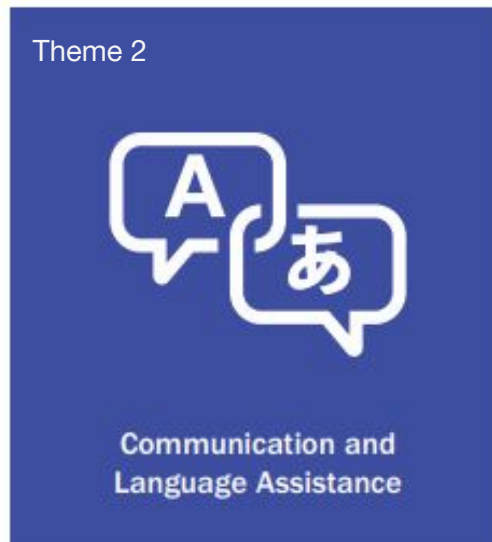
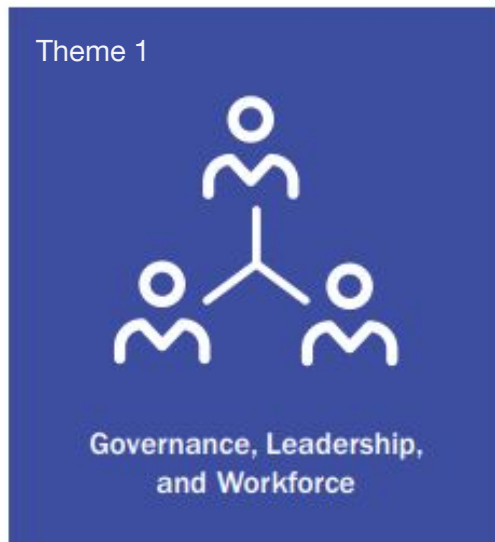


What are the National CLAS Standards?



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.



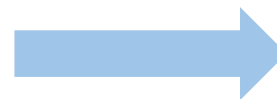
Why is it important to implement National CLAS Standards?

CLAS standards will help improve staff:

Cultural competency

Use of language services

Quality of services/care



This will help increase client:

Satisfaction

Engagement

Experience

How can we implement National CLAS Standards?



Governance, Leadership, and Workforce

- Train staff in CLAS
- Recruit a workforce representative of community served
- Create and support a designated CLAS position



Communication and Language Assistance

- Offer comprehensive language assistance services
- Require interpreters' skills to be certified or assessed
- Use advanced technology for interpretation services



Engagement, Continuous Improvement, and Accountability

- Improve collection of race, ethnicity, and language data
- Conduct organizational assessments
- Incorporate CLAS into mission, vision, and strategic plans

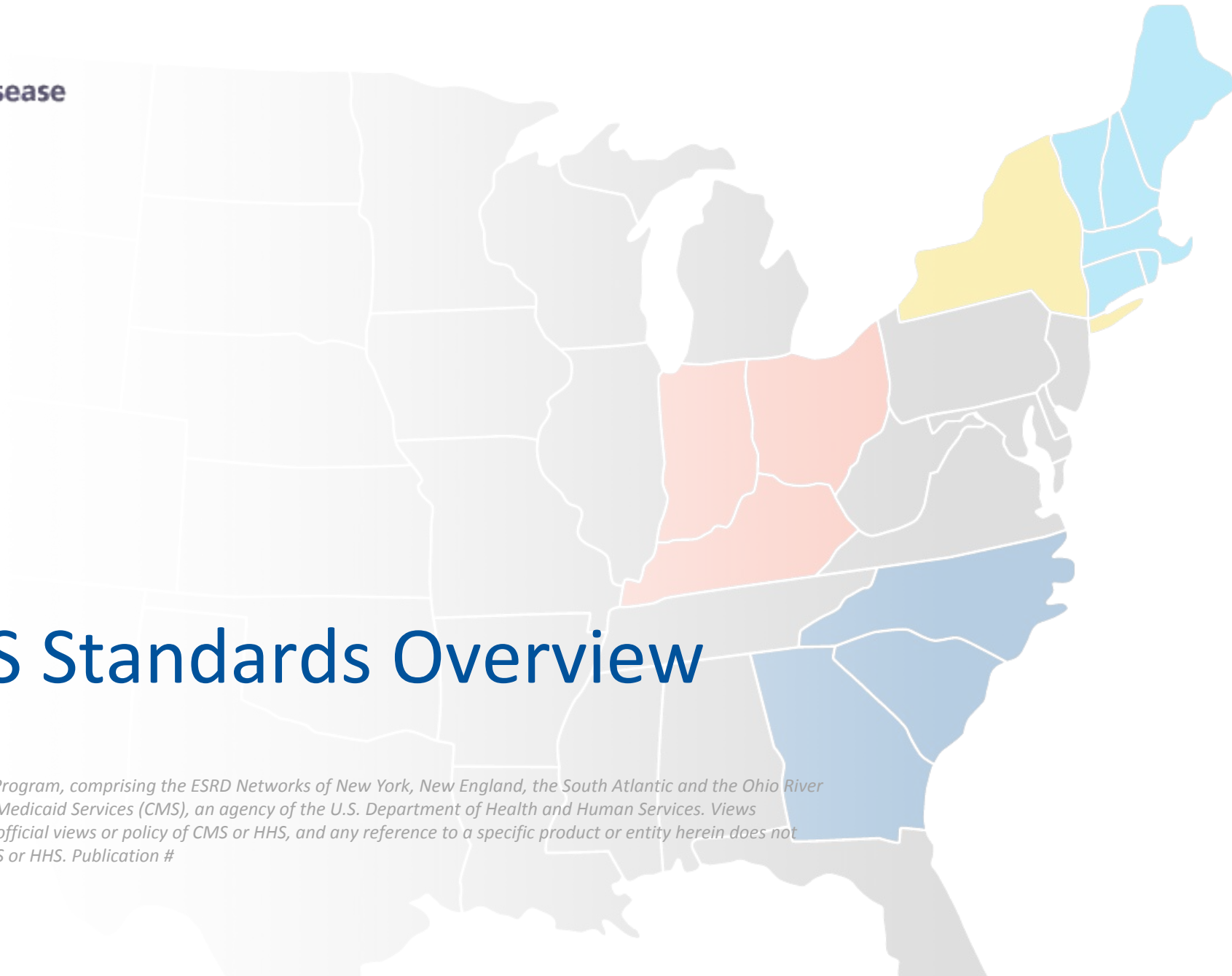


End-Stage Renal Disease
Network Program

Module 2

National CLAS Standards Overview

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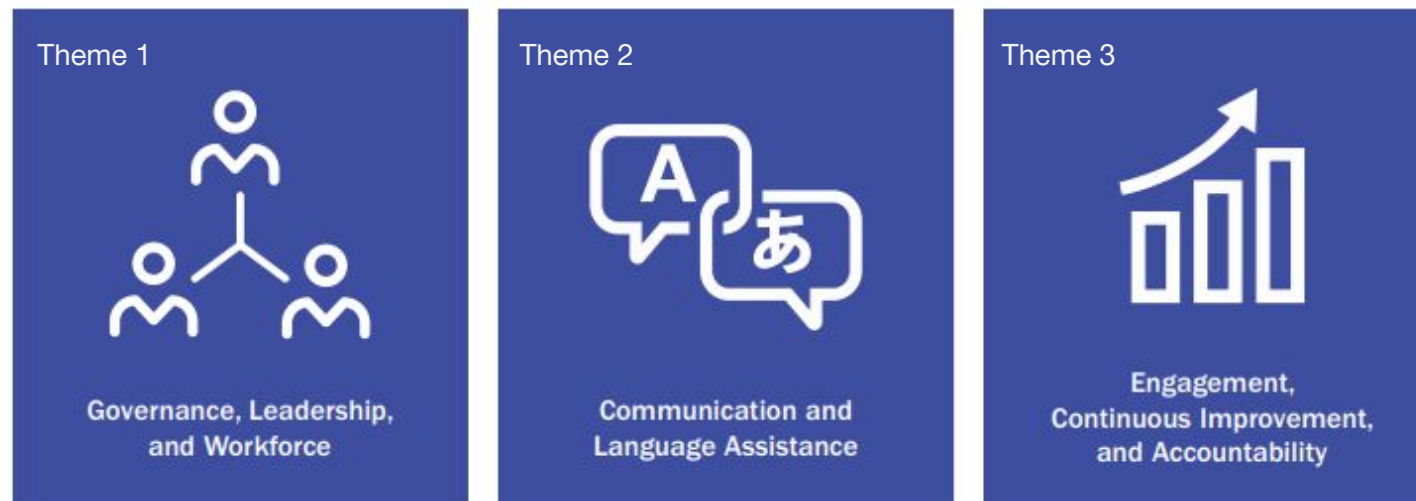
What are the National CLAS Standards?

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.

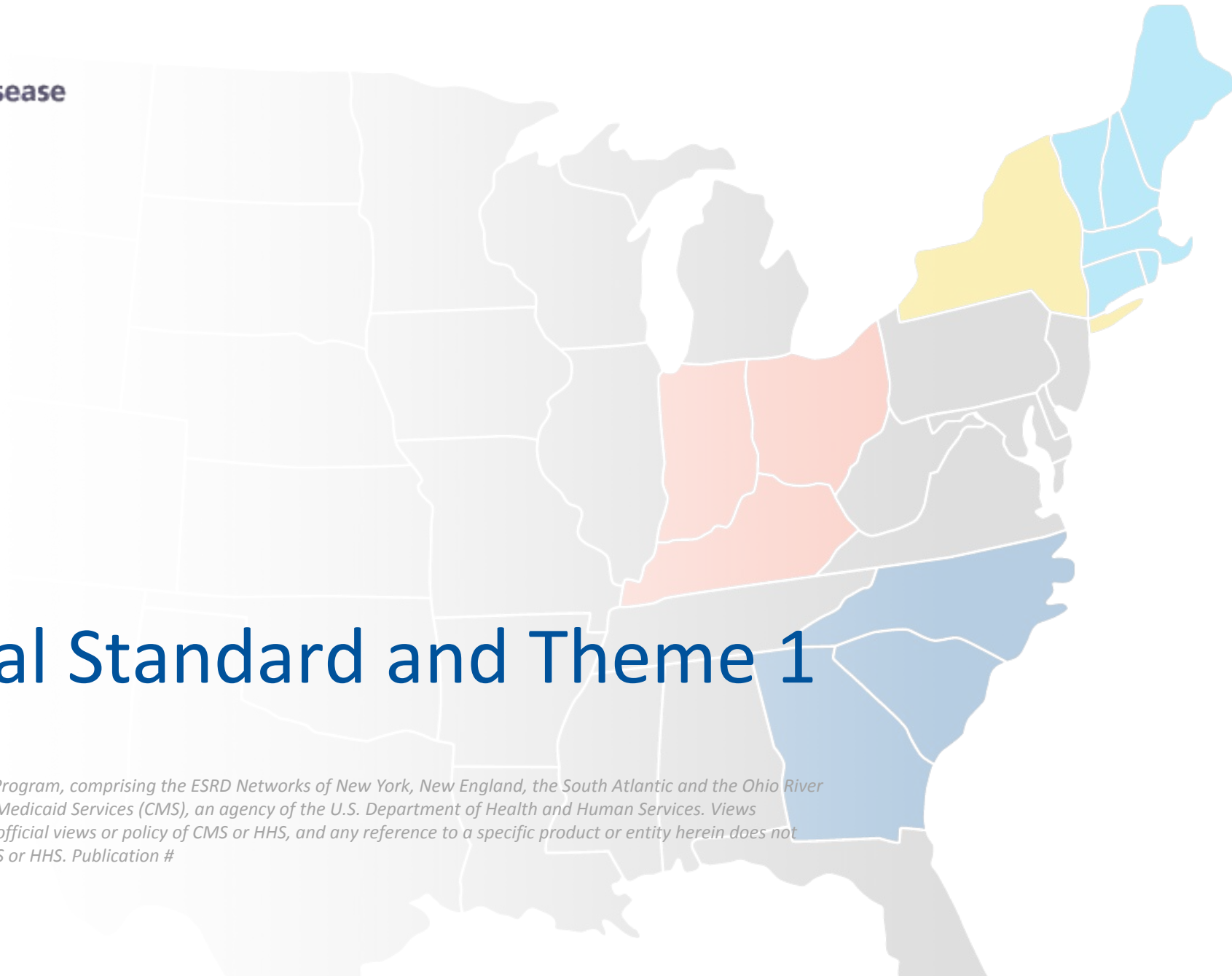
Standard 13: Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.

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.



End-Stage Renal Disease
Network Program



Module 3

CLAS: Principal Standard and Theme 1

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Principal Standard

The Principal Standard is the first standard that frames all of the National CLAS Standards. Once the following standards, Standards 2-14, are adopted, implemented, and maintained, then the Principal Standard will be achieved.



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.

Principal Standard



The Principal Standard will:

- Create a safe and welcoming environment, fosters appreciation of the diversity of individuals, and provides client and family-centered care
- Meet communication needs so that individuals understand the health care and services they are receiving, can participate effectively in their own care, and make informed decisions
- Eliminate discrimination and disparities

Theme 1: Governance, Leadership, and Workforce

The standards that fall under Theme 1 are standards 2 through 4.

The goal of Theme 1 is to advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.



Theme 1: 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

Standard 2 Implementation Strategies

1. Identify and designate a CLAS champion or champions
 - CLAS champion will assist with promoting educational resources and training for National CLAS Standards at the organization

2. Create and implement a formal CLAS implementation plan
 - Identify how each standard is understood, how it will be implemented, and who will implement it

Standard 3 Implementation Strategies

1. Target recruitment efforts to the populations served to increase the recruitment of culturally and linguistically diverse individuals.
 - Host job fairs in the community that you serve
 - Provide job descriptions in multiple languages

2. Create internal organizational mentorship programs
 - provide information about and support for additional training opportunities
 - Link individuals in junior positions with individuals in senior positions to provide career guidance and advice

Standard 4 Implementation Strategies

1. Provide continuous CLAS-related training and technical assistance
 - Support staff development with continued education and training in diversity and leadership
2. Create and disseminate new resources about CLAS within the organization using widely accessible platforms
3. Continue to assess programs and policies to make sure they adhere to CLAS competencies
 - Implement an annual organizational self-assessment

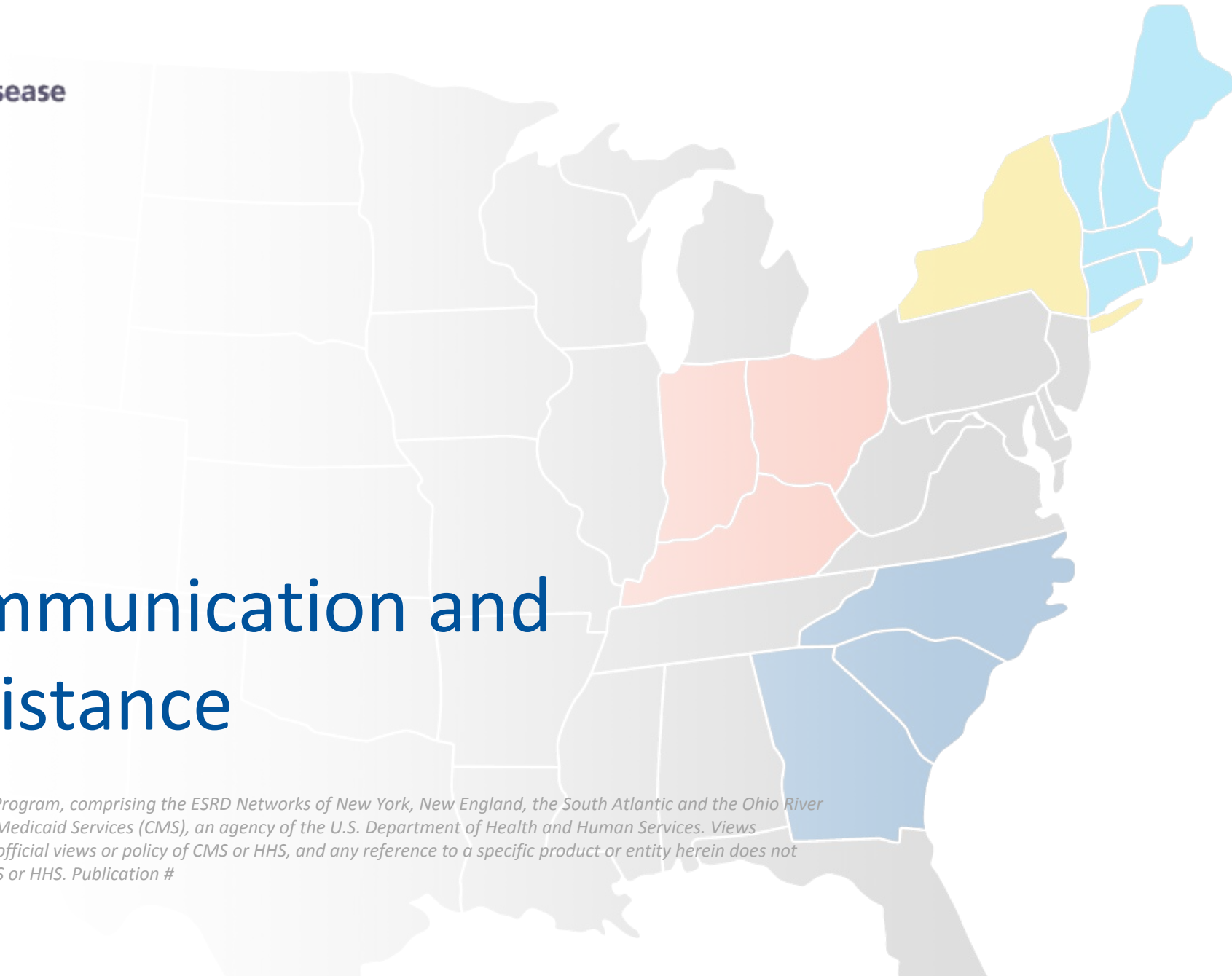


End-Stage Renal Disease
Network Program

Module 4

Theme 2: Communication and Language Assistance

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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 2: Communication and Language Assistance

Communication and Language Assistance

The standards that fall under Theme 1 are standards 5 through 8.

This theme broadens the understanding and application of appropriate services to include all communication needs and services, including sign language, braille, oral interpretation, and written translation.



Theme 1: 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.

Theme 1: Standards 5-8

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.

Standard 5 Implementation Strategies

1. Complete an organizational assessment specific to language assistance services
 - Identify current language assistance services
 - Survey the patient population and the language assistance needs
 - Determine areas of improvement to create efficient care

2. Standardize language assistance procedures for staff members and train staff in those procedures
 - Provide staff with a script to introduce patients to available language assistance services
 - Streamline process to determine which patients will need to utilize language services

Standard 6 Implementation Strategies

1. Clearly display the availability to provide language assistance services at all times
 - Patients should be aware that language services are free and always accessible
 - Verbally inform clients of the availability of language services



Standard 7 Implementation Strategies

1. Require that all individuals serving as interpreters complete certification
 - Assess translators knowledge of linguistic and medical terminology skills
2. Build organizational capacity to provide competent language assistance.
 - Hire or train staff to gain certified translation skills

Standard 8 Implementation Strategies

1. Offer easy to understand multimedia materials, patient resources, and signage in the languages used within the service community
 - Continuously evaluate the quality of these translations by testing materials with the patient population



End-Stage Renal Disease
Network Program

Module 5

Theme 3: Engagement, Continuous Improvement, and Accountability

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Principal Standard

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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 3: Engagement, Continuous Improvement, and Accountability

The standards that fall under Theme 3 are standards 9 through 15.

The goal of Theme 3 emphasizes the importance of establishing individual responsibility for ensuring that CLAS is supported, while maintaining that effective delivery of CLAS demands action across organizations.



Theme 1: Standards 9-15

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 1: Standards 9-15



Standard 12

Conduct regular assessments of community health assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area.

Standard 13

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

Theme 1: Standards 9-15

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.

Standard 9 Implementation Strategies

1. Incorporate CLAS into the organization's mission, vision, programs, and policies
 - Engage the support of leadership to encourage and support the development, implementation, and maintenance of CLAS Standards
 - Establish goals and policies that integrate CLAS standards to ensure inclusivity and equitable care
 - Encourage leadership to establish education and training requirements related to CLAS
 - Establish accountability mechanisms throughout the organization
e.g. staff evaluations, patients satisfaction measures, and quality improvement measures

Standard 10 Implementation Strategies

1. Implement evaluation strategies to measure the performance and monitor progress.
 - Conduct yearly organizational assessment of resources and the cultural and linguistic needs of the patients population
 - Administer a cultural audit to review organization's processes, values, and policies
 - Tailor and improve services based on analysis of data gathered from organization, staff, and patient population.

Standard 11 Implementation Strategies

1. Collect race, ethnicity and language (REaL) data to ensure that services and resources are tailored to the needs of the patient population.
 - Ensure that REaL data collection is systematic and reliable
 - Step 1:** Determine the appropriate data categories
 - Step 2:** Develop a methodology for data collection
 - Step 3:** Train staff members on methodology for data collection
 - Step 4:** Assign accountability and monitor progress of data collection efforts

2. Utilize z-codes to document SDoH barriers that influence health outcomes

Standard 12 Implementation Strategies

1. Collaborate with stakeholders and community members in community health needs assessment data collection, analysis, and reporting efforts
 - Review past trends from community health needs assessments from local health departments and/or health centers

2. Conduct a community services assessment to identify the needs of the patient population
 - Identify nearby resources using community asset map

3. Collect demographic data on organization's staff, managers, and senior executives; and monitor trends.

Standard 13 Implementation Strategies

1. Include community members in the planning process to improve or develop programs and policies.
 - Invite patients to planning meetings
 - Gather feedback from patients regarding ongoing projects
 - Focus groups
 - Community advisory group



Standard 14 Implementation Strategies

1. Make sure grievance forms are accessible for all disabilities and is offered in various languages.
 - Available accommodations like translation services and large print forms

2. Facilitate open communication between the patient and organization
 - Provide details regarding the grievance resolution process
 - Address discrimination policies and procedures



Standard 15 Implementation Strategies

1. Share news of the organization's CLAS and cultural competency efforts.
 - Utilize peer mentors to educate other community members regarding the organization's efforts
 - Display the facility's diversity and linguistic policies for the public.

2. Collaboration with other agencies to learn and share new ideas and successful approaches.