



Cultural Competency Plan

2023

This plan will be extended until Partners go-live as a Tailored Plan

Partners' Cultural Competency Plan (CCP) outlines action steps needed to ensure that all services and strategies are designed and implemented within the cultural context of the individuals we serve. The overarching goal is to ensure that Partners, its provider network and staff adopt a systemic, systematic and strategic approach to increasing the cultural responsiveness of services and supports delivered to enrollees, and a sensitivity and appreciation of diversity and cultural issues.

The National Standards for Culturally and Linguistically Appropriate Services (CLAS) are standards that have been included in Partners CCP to ensure that services are respectful and responsive to each person's culture and communication needs. The purpose is to seek to improve cultural competence, language services use and quality of services. This will increase member satisfaction, engagement and experience.

Partners Cultural Competency Policy Statement: It is the policy of Partners Health Management to commit to the development, maintenance and sensitivity to cultural competency in its employees and its provider network. Cultural competency is defined as the understanding of the social, linguistic, ethnic and behavioral characteristics of a community population and the ability to systematically translate that knowledge into practices in the delivery of behavioral health services.

Partners' annual Community Network Adequacy and Accessibility Analysis provides a thorough review of the service area needs on a regular basis. As identified, those needs and gaps are prioritized in network development planning.

I. Principal Standard

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.

II. Governance, Leadership, and Workforce

1. Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practice and allocated resources.
2. Recruit, promote and support a culturally and linguistically diverse governance, leadership and workforce that are responsive to the population in the service area.
3. Educate and train governance, leadership and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.

III. Communication and Language Assistance

1. 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.
2. Inform all individuals of the availability of language assistance services clearly and in their referred language, verbally and in writing.
3. Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and, or minors as interpreters should be avoided.
4. Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the population in the service area.

IV. Engagement, Continuous Improvement and Accountability

1. Establish culturally and linguistically appropriate goals, policies and management accountability, and infuse them throughout the organizations' planning operations.
2. Conduct on going assessments of the organization's CALS-related activities and integrate CLAS-related measures into assessment measurement and continuous quality improvement activities.
3. 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.
4. Conduct regular assessment 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.

5. Partner with the community to design, implement and evaluate policies, practices and services to ensure cultural and linguistic appropriateness.
6. Create conflict-and grievance-resolution processes that are culturally and linguistically appropriate to identify, prevent and resolve conflicts or complaints.
7. Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents and the general public.

<http://minorityhealth.hhs.gov/omh/browse.aspx>

V. Partners-Administration/Management/Operations

Goal 1:

Ensure that services are provided in a culturally competent manner to all enrollees, including those with limited English proficiency, whether at the LME/MCO level or provider level through the evaluation of enrollee's grievance, cross-cultural complaints reports, and enrollee satisfaction survey results on cultural competency.

Goal 2:

LME/MCO staff, contracted/employed providers, and systems can effectively provide services to all people regardless of their ages, cultures, races, ethnicities and religions.

- Review demographic profiles on the service areas.
- Review number of providers with language spoken other than English.
- Offer Member Services in different languages.

Goal 3:

The LME/MCO will complete an annual evaluation of the effectiveness of the Cultural Competency Plan. The LME/MCO will track and trend any issues identified in the evaluation and implement interventions to improve the provisions of services. The analysis of the results, interventions to be implemented and a description of the evaluation will be described in the annual Cultural Competency Plan.

Objectives by June 2022

Monitoring Tool/Process internally	Utilize Cultural Competency Expectations and monitoring tool for Partners and monitoring on specific expectations routinely.
Hiring of Employees	Strive to hire and retain employees who reflect the populations of Partners service area.
Best Practice Standards	Research availability of emerging and effective Best Practice Standards for culturally diverse populations and communicate findings to providers via training, written communication or meetings.
Community Network Adequacy and Accessibility Analysis	Review Community Network Adequacy and Accessibility Analysis for potential Cultural Competency Improvements as part of the Gap Analysis and Needs Assessment project conducted annually.
Identify Predominant Languages, such as Spanish and Creole	• Provide enrollees with Limited English Proficiency the assistance they need to understand the care being provided and to accomplish effective interactions with their health care providers. • Encourage providers to listen to the enrollees' opinions in considering treatment options.
Educate Providers on Cultural Competence	• Educate providers of their responsibility to provide competent health care that is culturally and linguistically sensitive. • Educate providers to be knowledgeable about the members they serve, their culture and use this information in treatment. • Educate providers on questions relevant to how the family and culture values might influence how the member deals with concerns.
Provide Enrollees Access to Services	• Provide enrollees access to quality health care services that is culturally and linguistically sensitive. • Offer enrollees a choice of providers with cultural and linguistic expertise. •

Identify Enrollees Needs	• Identify cultural needs and/or linguistic needs through demographic information and enrollee-expressed wishes. • Empower enrollees by allowing them to influence how the system will meet their needs, expecting the enrollees to be socially responsible and accountable. • Provide competent translation services to enrollees who require these services. •
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VI. Monitoring Provider Network

Objectives by June 2022

Mission and/or Vision Statement	- Review informational brochures, annual reports and printed materials to determine evidence of a written mission and/or vision statement that is regularly communicated internally to staff and externally to the target population served. - Onsite Review. Written materials may be reviewed either via Desk or via onsite review.
Cultural Competency Plan	- Provider has a written current cultural competency plan that has been approved by its governing body. - Plan has been reviewed at least annually for relevance and effectiveness and is updated as necessary.
Skills and Training	- The provider conducts staff orientation to include instruction on provider's vision, mission, policies, procedures and practices. - The provider has a welcoming environment for people with disabilities, from the LGBTQ community, people from different ethnic, racial, and economic backgrounds, or different religious beliefs. - The provider has a process to adequately communicate with individuals needing interpretation/translation services (if a provider refers individuals to another provider with language capability to provide requested service, the provider is in compliance with Title VI of the Civil Rights Act Of 1964).

APPENDIX: GLOSSARY OF TERMS

For the purposes of this document, the cultural competence definitions have been adopted from *Cross, Bazron, Dennis & Isaac's (1989) Towards a Culturally Competent System of Care: Monograph on Effective Services for Minority Children Who are Severely Emotionally Disturbed: Volume I* and *Goode & Jones (modified 2004), National Center for Cultural Competence, Georgetown University & Human Development*. These terms are defined as follows:

Cultural Competence is

1. A defined set of values and principles which are reflected within the behaviors, attitudes, policies and structures of [Name of agency], agencies, family/youth organizations, providers and community stakeholders to result in appropriate and effective services for all;
2. The capacity to
 - a. value diversity.
 - b. conduct self-assessment.
 - c. manage the dynamics of difference.
 - d. acquire and institutionalize cultural knowledge.
 - e. adapt to diversity and cultural contexts of the communities served.
3. Integration of the above in all aspects of policy making, administration, practice, service delivery, and systematic involvement of families and youth, key stakeholders and communities.

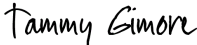
Cultural refers to integrated patterns of human customs, beliefs, values of racial, ethnic, religious or social groups.

Competence implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors and needs presented by children, youth and families, and their communities.

CLAS stands for Culturally and Linguistically Appropriate Services and are National Standards in Health and Healthcare. These 15 standards were developed in 2000 by Department of Health and Human Services (DHHS) and updated/enhanced in 2013 by DHHS Office of Minority Health (OMH).

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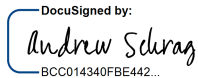
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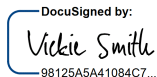
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Browsers (for SENDERS):	Internet Explorer 6.0? or above
Browsers (for SIGNERS):	Internet Explorer 6.0?, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	•Allow per session cookies •Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection

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