

Agency: 357 Department of Early Learning
Decision Package Code/Title: B6 Responsive Services

Budget Period: 2015-17
Budget Level: PL - Performance Level

Recommendation Summary Text:

The Department of Early Learning (DEL) requests \$100,000 General Fund State (GF-S) in fiscal year 2017 to implement the National Standards for Culturally and Linguistically Appropriate Services (CLAS). Funding will support cultural and linguistic responsiveness training for DEL leadership and employees who provide direct services to children, families and early learning professionals. This proposal will also provide additional resources for DEL to translate and provide interpretation services for individuals who have limited English proficiency.

Fiscal Detail

Operating Expenditures	<u>FY 2016</u>	<u>FY 2017</u>	<u>Total</u>
001-1 General Fund - Basic Account-State		100,000	100,000
Total Cost		100,000	100,000

Package Description:

Professionals and partners in the early learning system are interacting with children, families, and caregivers from many different cultural and linguistic backgrounds. Providing culturally and linguistically appropriate services will improve service access and quality, and ultimately outcomes.

The CLAS standards were developed by the US Department of Health and Human Services (DHHS) Office of Minority Health in 2000 to advance equity, improve quality, and eliminate disparities in health outcomes. As Washington's population becomes increasingly diverse, culture and language are vital factors in how services are delivered and received. It is important that DEL leadership and staff understand and respond with sensitivity to the needs and preferences of culturally and linguistically diverse children, families, providers and partners.

DEL is requesting \$70,000 to purchase materials and provide cultural responsiveness training to 230 DEL staff that interact with families and early learning professionals, and \$30,000 to provide translation and interpretation services to implement national standards for culturally and linguistically appropriate services for children, families, and the professionals who support them. Training will help DEL staff develop knowledge and skills to be more effective in building cross cultural relationships, build more culturally inclusive teams, and provide culturally and linguistically responsive services.

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Narrative Justification and Impact Statement

What specific performance outcomes does the agency expect?

With this proposal, DEL expects to meet the National CLAS standards by the end of the biennium.

DEL will conduct an initial assessment to gather baseline data on the cultural and linguistic responsiveness of DEL's programs, policies, practices and services before implementing Culturally Linguistically Appropriate Service (CLAS) related activities. DEL will also integrate CLAS related measures into continuous quality improvement activities, collect and conduct ongoing assessments to measure the impact on the quality of service delivery.

DEL expects several outcomes from this investment - an initial assessment will enable the agency to set baseline levels from which to set performance targets. Specific outcomes for DEL include:

- An increase in the number of programs and initiatives that partner with diverse families, early learning professionals and stakeholders to design, implement, and evaluate DEL policies, practices, and services to ensure they are culturally and linguistically responsive.
- An increase in the number of individuals who have limited English proficiency and/or other communication needs who receive timely access to DEL services and opportunities.
- An increase in the number of DEL staff who can provide effective language assistance and culturally responsive services.
- An increase in the availability of easy to understand print, multimedia materials and signage in the languages commonly used by the populations in the areas DEL serves.

Performance Measure Detail

Activity:

Incremental Changes

No measures submitted for package

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

This request supports the development of high quality learning opportunities by ensuring that programs reflect the diverse needs and situations of Washington children and families. By also ensuring opportunities and resources are delivered in culturally and linguistically responsive ways, the agency is able to support early learning professionals, in addition to ensuring high quality early learning opportunities.

Does this DP provide essential support to one or more of the Governor's Results Washington priorities?

Training and supports to improve service access, quality of education, and child outcomes support the objectives listed within Governor Inslee's Goal #1 to provide a world class education to children. DEL will also be able to support culturally and linguistically appropriate STEM math and science training opportunities for early learning professionals.

What are the other important connections or impacts related to this proposal?

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This new funding will provide DEL with the opportunity to engage with culturally and linguistically diverse families and communities to learn how DEL can improve the agency's programs, services and supports and remove barriers to access and participation .

What alternatives were explored by the agency, and why was this alternative chosen?

DEL can partially redeploy current staff to support the implementation of national CLAS standards; however, there are no alternative options for funding the trainings necessary to implement these activities. The agency has training funds budgeted throughout its programs, but those funds are insufficient to also cover the costs of the new agency wide training proposed in this package . Therefore, the alternative to request additional funds was chosen.

What are the consequences of adopting or not adopting this package?

The early learning professionals and families DEL serves will continue to not have access to the language assistance and culturally responsive services and materials they need to be successful . DEL will not make progress on eliminating disparities in educational outcomes for children.

What is the relationship, if any, to the state's capital budget?

None.

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

Implementation of CLAS standards may require Washington Administrative Code (WAC) changes . Implementation includes establishing culturally and linguistically appropriate policies, which may require changes to Early Childhood Education & Assistance Program (ECEAP) or licensing rules.

Expenditure and revenue calculations and assumptions

Goods and services: \$100,000 CLAS standard implementation and training in Fiscal Year 2017 assuming :

--\$69,000 for cultural responsiveness training, assuming training for 230 employees at \$300 per person (230 x \$300 = \$69 ,000).

--\$1,000 for supplies and materials to implement the CLAS standards.

--\$30,000 for translation and interpretation services, assuming 238 hours (14,280 minutes) of translations at \$.98/min (14,280 x \$.98 = \$14,000), and assuming 20,000 pages of documents at \$.80/page (20,000 x \$.80 = \$16,000).

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

The CLAS standards implementation and training are a one-time cost. The \$30,000 translation and interpretation costs are ongoing.

<u>Object Detail</u>	<u>FY 2016</u>	<u>FY 2017</u>	<u>Total</u>
E Goods\Other Services		100,000	100,000

National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care

The National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations to:

Principal 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.

Governance, Leadership, and Workforce:

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

Communication and Language Assistance:

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.
6. Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.
7. Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.
8. Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.

Engagement, Continuous Improvement, and Accountability:

9. Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations.
10. Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities.
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.
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.
13. Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.
14. Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints.
15. Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public.

The Case for the Enhanced National CLAS Standards

Of all the forms of inequality, injustice in health care is the most shocking and inhumane.
— Dr. Martin Luther King, Jr.

Health equity is the attainment of the highest level of health for all people (U.S. Department of Health and Human Services [HHS] Office of Minority Health, 2011). Currently, individuals across the United States from various cultural backgrounds are unable to attain their highest level of health for several reasons, including the social determinants of health, or those conditions in which individuals are born, grow, live, work, and age (World Health Organization, 2012), such as socioeconomic status, education level, and the availability of health services (HHS Office of Disease Prevention and Health Promotion, 2010). Though health inequities are directly related to the existence of historical and current discrimination and social injustice, one of the most modifiable factors is the lack of culturally and linguistically appropriate services, broadly defined as care and services that are respectful of and responsive to the cultural and linguistic needs of all individuals.

Health inequities result in disparities that directly affect the quality of life for all individuals. Health disparities adversely affect neighborhoods, communities, and the broader society, thus making the issue not only an individual concern but also a public health concern. In the United States, it has been estimated that the combined cost of health disparities and subsequent deaths due to inadequate and/or inequitable care is \$1.24 trillion (LaVeist, Gaskin, & Richard, 2009). Culturally and linguistically appropriate services are increasingly recognized as effective in improving the quality of care and services (Beach et al., 2004; Goode, Dunne, & Bronheim, 2006). By providing a structure to implement culturally and linguistically appropriate services, the enhanced National CLAS Standards will improve an organization's ability to address health care disparities.

The enhanced National CLAS Standards align with the HHS Action Plan to Reduce Racial and Ethnic Health Disparities (HHS, 2011) and the National Stakeholder Strategy for Achieving Health Equity (HHS National Partnership for Action to End Health Disparities, 2011), which aim to promote health equity through providing clear plans and strategies to guide collaborative efforts that address racial and ethnic health disparities across the country. Similar to these initiatives, the enhanced National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by providing a blueprint for individuals and health and health care organizations to implement culturally and linguistically appropriate services. Adoption of these Standards will help advance better health and health care in the United States.

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