ETHS201: THE OFFICE OF ETHNIC SERVICES—CULTURAL COMPETENCY

ACBH Cultural and Linguistic Alignment
March 13, 2019
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No people come into possession of a culture without having paid a heavy price for it.

James A. Baldwin
Learning Objectives

➢ Understand what is Cultural Competency and why it is needed
➢ Understand the history of the Cultural Competency Plan & Ethnic Services Manager
➢ Review the Alameda County Cultural Competency Plan 2010
➢ Introduce measurable and observable goals in the Cultural Competency Plan (CCP)
➢ Highlight how the CCP is aligned with the Quality Improvement (QI) Work-plan
➢ Outline areas that contribute to a successful CCP
➢ Suggest recommendations to support the work of the QI Coordinators
DEFINING CULTURAL COMPETENCY

“Cultural competency is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations.”

Terry L. Cross – 1989
HISTORY OF CULTURAL COMPETENCY PLAN & ETHNIC SERVICES MANAGERS IN CALIFORNIA BEHAVIORAL HEALTH

- **1988**: The Minority Services Coordinators (MSCs) developed the California Minority Services Coordinators mission, platform and general duty statement to respond to cultural challenges.

- **1989**: Cultural competence work in mental health has its historical roots in the identification of and response to service inequities and health disparities differentially experienced by racial and ethnic communities (Cross et al., 1989).

- In the **1990s**, the title of the position changed from Minority Services Coordinators to Ethnic Services Managers (ESMs).

- **2000**: Development and structure of Culture Competency Plan

- **2010**: Cultural Competency Plan initiated

- **2015**: In order to more accurately reflect the breadth of responsibility, the title of Ethnic Services Manager was retitled as Cultural Competence/Ethnic Services Manager (CC/ESM).

- **2016**: Update to the framework to incorporate changes in approaches to the delivery of culturally-competent services informed by the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (CLAS).
I. Commitment to Cultural Competence
II. Updated Assessment of Service Needs
III. Strategies and Effort for Reducing Racial, Ethnic, Cultural, and Linguistic Mental Health Disparities
IV. Client/Family Member/Community Committee: Integration of the Committee within the County Mental Health System
V. Culturally Competent Training Activities
VI. County’s Commitment to Growing a Multicultural Workforce: Hiring and Retaining Culturally and Linguistically Competent Staff
VII. Language Capacity
VIII. Adaptation of Services

**CULTURAL COMPETENCY PLAN (CCP) 2010 CRITERIA (8)**
## ALAMEDA COUNTY DEMOGRAPHICS 2019

<table>
<thead>
<tr>
<th>Population by Race</th>
<th>Persons</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>673,139</td>
<td>39.98%</td>
</tr>
<tr>
<td>Asian American</td>
<td>520,488</td>
<td>30.91%</td>
</tr>
<tr>
<td>Latino</td>
<td>380,565</td>
<td>22.60%</td>
</tr>
<tr>
<td>Some Other Race</td>
<td>181,965</td>
<td>10.81%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>175,694</td>
<td>10.43%</td>
</tr>
<tr>
<td>2+ Races</td>
<td>108,063</td>
<td>6.42%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>14,151</td>
<td>0.84%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>10,346</td>
<td>0.61%</td>
</tr>
</tbody>
</table>

[http://www.healthyalamedacounty.org/demographicdata](http://www.healthyalamedacounty.org/demographicdata)
## ACBH SYSTEM CULTURAL DEMOGRAPHIC PROFILE

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Beneficiaries</th>
<th>Served</th>
<th>Penetration Rate</th>
<th>Served in Outpatient</th>
<th>Outpatient Penetration Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Native or American Indian</td>
<td>1,386</td>
<td>117</td>
<td>8.44%</td>
<td>81</td>
<td>5.84%</td>
</tr>
<tr>
<td>Asian American</td>
<td>110,425</td>
<td>1,805</td>
<td>1.63%</td>
<td>1,236</td>
<td>1.12%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>90,221</td>
<td>7,206</td>
<td>7.99%</td>
<td>4,629</td>
<td>5.13%</td>
</tr>
<tr>
<td>Latino</td>
<td>126,057</td>
<td>6,194</td>
<td>4.91%</td>
<td>5,238</td>
<td>4.16%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>95,206</td>
<td>4,542</td>
<td>4.77%</td>
<td>2,884</td>
<td>3.03%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>774</td>
<td>49</td>
<td>6.33%</td>
<td>34</td>
<td>4.39%</td>
</tr>
<tr>
<td>White</td>
<td>61,234</td>
<td>4,008</td>
<td>6.55%</td>
<td>2,412</td>
<td>3.94%</td>
</tr>
</tbody>
</table>

**Medi-Cal Penetration Rate:** Number of Medi-Cal clients served by BHCS divided by the number of Medi-Cal Beneficiaries in 2017-2018
ESM meet and work closely with QI Director and QI Team

- Reviewing Utilization and Penetration Data across all cultural groups
- Improve overall quality of care for community
- Collaborate with QI Team to respond to the low utilization and penetration rates among Asian Americans
- Identifying culturally congruent services for African Americans
- Use data to monitor racial and ethnic disparities in health care delivery, for reporting to the public, and for quality improvement initiatives.
- Working to incorporate more CLAS Trainings in the QI Workplan
The Making of a Successful CCP

- Present to Executive Team and Operational Leadership
- CBO policies and practices are aligned—monitor their policies and practices
- Integration of SUD priorities and initiatives
- A dedicated team of folks that make up the Cultural Responsiveness Committee
- Cultural Champions throughout the Department
- Ensure Department’s values, policies and principles around culture are aligned with the community’s needs
- Create cultural awareness activities and celebrations
- Develop measurable and specific goals for diverse populations
RECOMMENDATIONS ON HOW QI COORDINATORS CAN HELP ADVANCE THE HEALTH EQUITY AGENDA

- Do more than just check the box (Cultural Competency)
- Embrace Cultural Humility
- Be a Cultural Champion
- Support Cultural Competency/Ethnic Services Managers
- Take more than one CLAS trainings a year
- Sit on or appoint staff to regularly attend/participate in the CCC/CRC
- Empower consumers to be active partners in their recovery (Listen)
- Learn more about the culture and communities of those you serve
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Thank you!