



ENHANCED NATIONAL CLAS STANDARDS

An Approach for Schools

We envision a system that creates optimal social, emotional, and educational outcomes for all children.



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Culturally and Linguistically Appropriate Services



- First published in 2000
- Supports compliance with:
 - Civil Rights Act
 - American's with Disabilities Act
 - Rehabilitation Act
 - Affordable Care Act

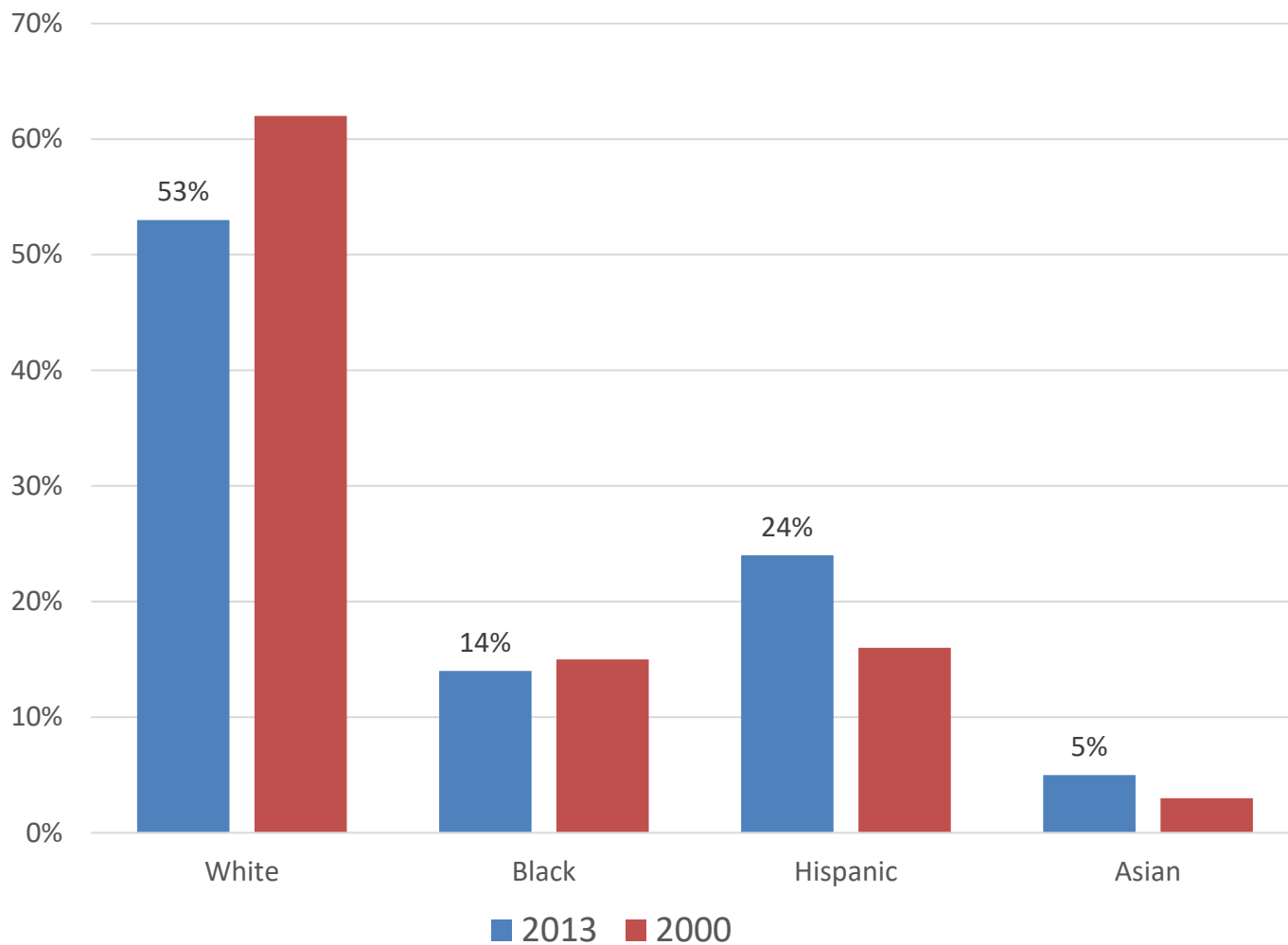
1. Describe the relevance of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 to organizations.
2. Describe the guiding principles of delivering culturally and linguistically appropriate services.
3. Identify the 3 themes and the CLAS Standards associate with each theme.
4. Sharing NH examples of implementing CLAS Standards.

TRAINING GOALS

1. Strategies of implementing the National CLAS Standards that are intended to advance equity, improve quality, and help eliminate long-lasting disparities.
2. Sharing proven examples of NH-DOE in supporting educational communities across NH to implement CLAS Standards.
3. Sharing practical tools and strategies to begin the planning and implementation of CLAS Standards.
4. Sharing live examples from NH School districts.

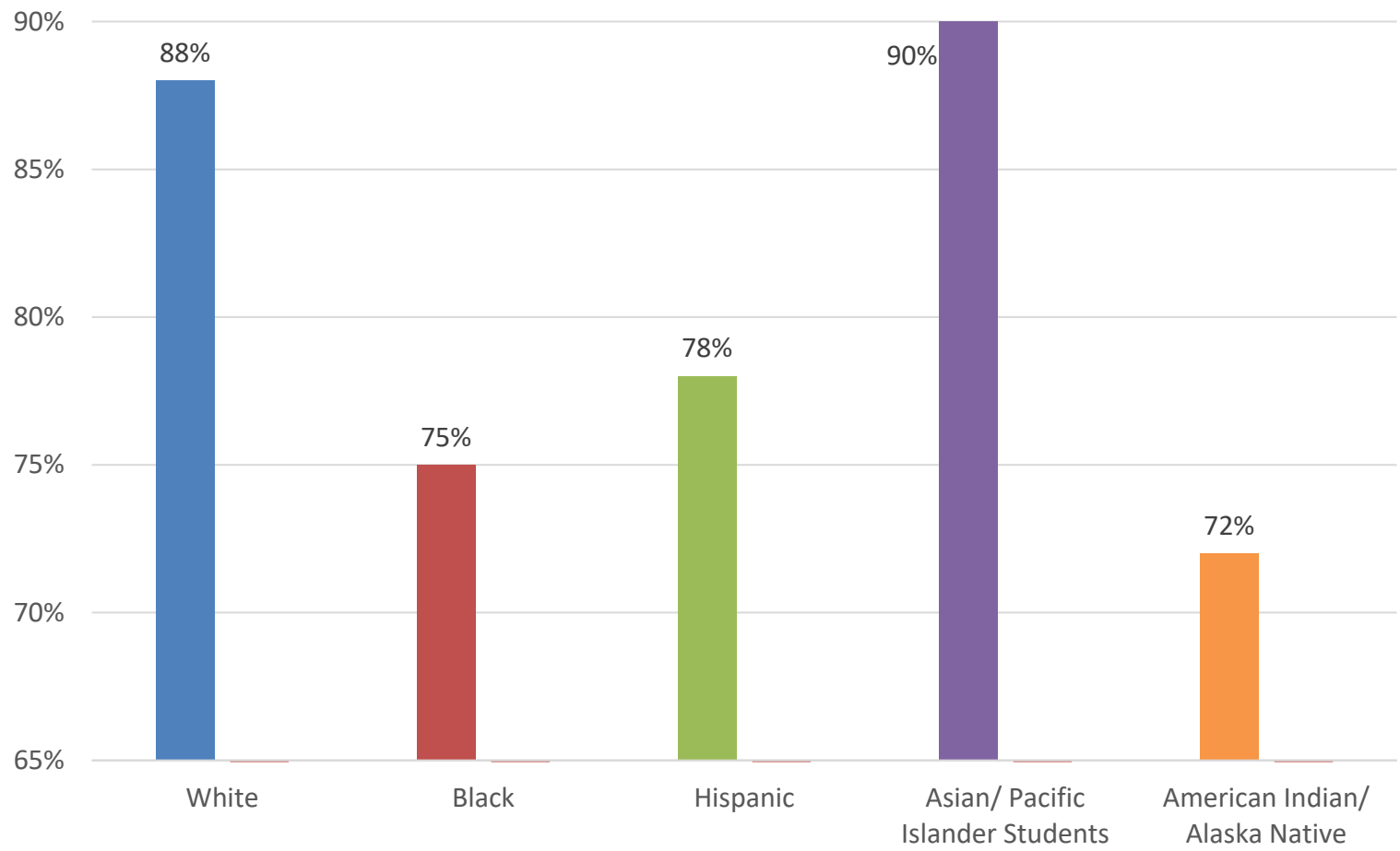


US STUDENT DEMOGRAPHICS





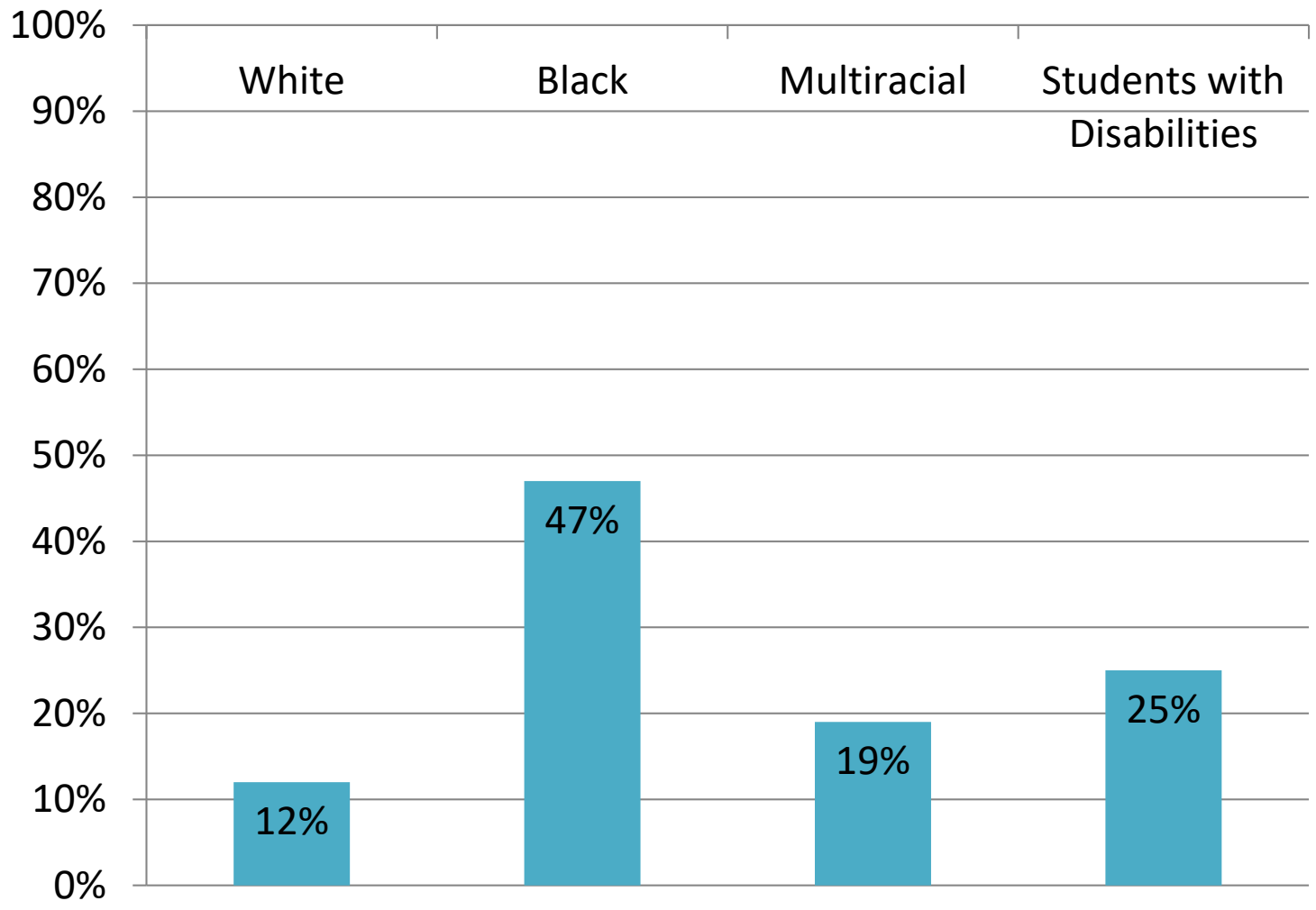
US GRADUATION RATES



Source: National Center for Education Statistics-2016



DISPARITIES IN SCHOOL DISCIPLINE



Source: Office for Civil Rights, US Department of Education, 2018



WHY USE CLAS STANDARDS?

- ✓ Respond to demographic changes in your community
- ✓ Eliminate longstanding disparities between people of diverse racial, ethnic, and cultural backgrounds
- ✓ Improve educational outcomes
- ✓ Fulfill legislative mandates
- ✓ Decrease the likelihood of liability claims

DO SCHOOLS NEED CLAS?

All of our students
deserve an equal opportunity.



Eight times more lives can
be saved with education
than with medical advances.

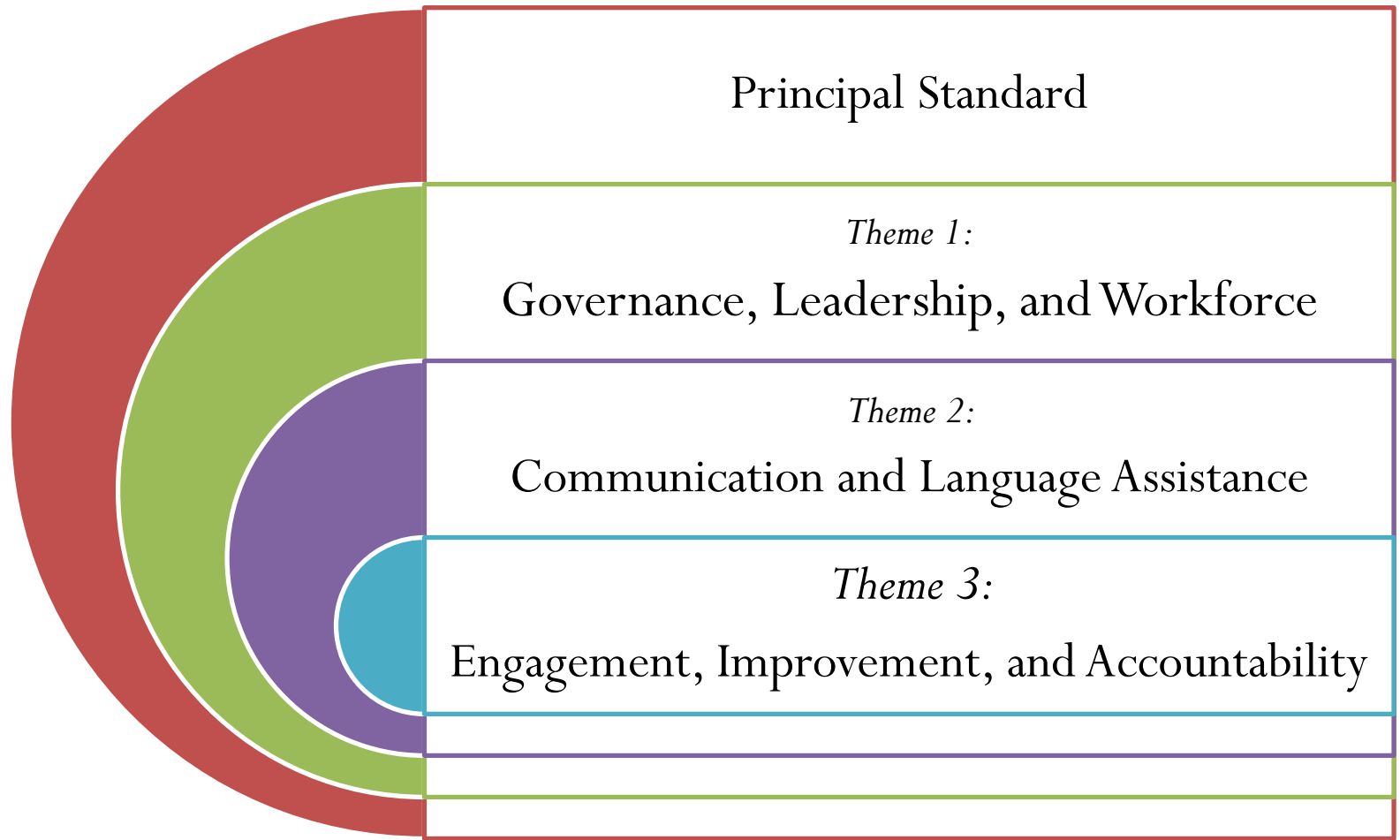
Giving Everyone the Health of the Educated: An Examination of Whether Social Change Would Save More Lives Than Medical Advances

Steven H. Woolf, Robert E. Johnson, Robert L. Phillips, Jr, Maïke Philipsen

Am J Public Health. 2007 April; 97(4): 679–683. doi: 10.2105 /AJPH.2005.084848

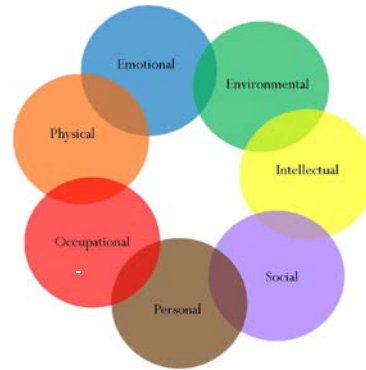


NATIONAL CLAS STANDARDS



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.

Making it work in school



Principal
Standard

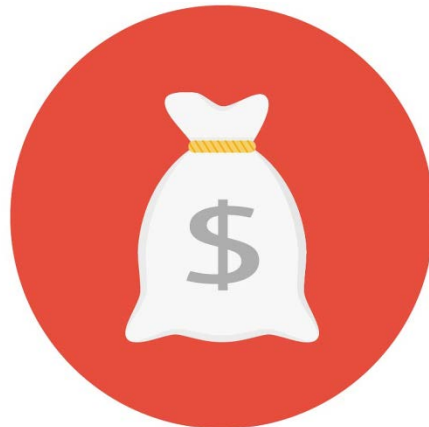
Student
Wellness

Successful
Students

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

Making it work in school

- Ensure the necessary fiscal and human resources, tools, skills, and knowledge are allocated and available to support and improve CLAS policies and practices in our district.
- Commit to cultural competency through system-wide approaches that are articulated through written policies, practices, procedures.



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

Making it work in school

- Recruit potential employees at multicultural events / fairs.
- Develop relationships with community organizations and schools to create work-study, internship, mentorship opportunities.



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

Making it work in school

- Engage administration and staff in dialogues about the needs of underrepresented communities.
- Administration / management attend CLAS trainings and cultural competence trainings; possibly become trainers themselves.



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 services

Making it work in school

- All staff understand how to, and are capable of, acquire interpretation services – both face to face encounters, and over the phone encounters.
- Ensure the phone system is set up in multiple languages and TTY/TDD line.



Sign language interpreter voices conversation of the deaf/hard-of-hearing person via PC or tablet.



Hearing individual talks to deaf/hard-of-hearing person while the video interpreter (VI) signs what is being said.



Communication continues to be relayed back and forth among video interpreter, deaf/hard-of-hearing and hearing persons for a seamless conversation.

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

Making it work in school

- Utilize an ‘I speak’ card / poster to help you identify what language you need to acquire through interpretation and / or translation.
- Ensure that all parents and students are informed of the availability of language assistance services clearly and in their preferred language, verbally and in writing.



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

Making it work in school

- Recognize that the use of untrained individuals (possibly family members) as interpreters should be avoided; children should NEVER be used as interpreter.
- Consult with the individual to determine what effective communication for is them.

Resource List of Communication Access Service Providers

Lists of vendors below are not all inclusive and do not imply endorsement, preference or an indication of quality.

1. [Over the Phone Interpretation Vendors](#)
2. [New Hampshire Referral/Interpretation Agencies](#)
3. [Freelance Interpreters](#)
4. [Video Remote Interpreting Vendors \(VRI\)](#)
5. [CART \(Communication Access Real-Time Captioning\)](#)
6. [Remote CART](#)
7. [Assistive Listening Devices Vendors](#)
8. [Translations](#)
9. [Other Helpful Odds & Ends](#)

For assistance strategizing about effective communication, cultural competence, and patient/family centered care contact:

Nathalie Ahyi
Health and Equity Partnership
Foundation for Healthy Communities
nahyi@healthynh.com, 603.415.4272

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

Making it work in school

- All communication is provided in parents' preferred language.
- Ensure effective communication for people who cannot read the text. For example: Braille, large print text, emails or compact disc with information in accessible formats, audio recordings or readings allowed to the person.



Establish culturally and linguistically appropriate goals, policies and management accountability, and infuse them throughout the organizations' planning and operations.

Making it work in school

- Ensure school policies are responsive to cultural diversity and changing demographics
- Internal procedures for staff evaluations, conflict resolution strategies and grievance procedures will accommodate and allow for differences in communication styles, values and behaviors; all staff are aware of the impact cultural differences may have on formal procedures if not discussed and addressed.



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

Making it work in school

- Schools will evaluate their progress in implementing the CLAS standards through yearly reviews.
- Conduct an individual assessment for staff and organizational assessment for schools.

PROMOTING CULTURAL & LINGUISTIC COMPETENCY

Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings

Directions:

Please select A, B, or C for each item listed below.

A = Things I do frequently, or statement applies to me to a great degree

B = Things I do occasionally, or statement applies to me to a moderate degree

C = Things I do rarely or never, or statement applies to me to minimal degree or not at all

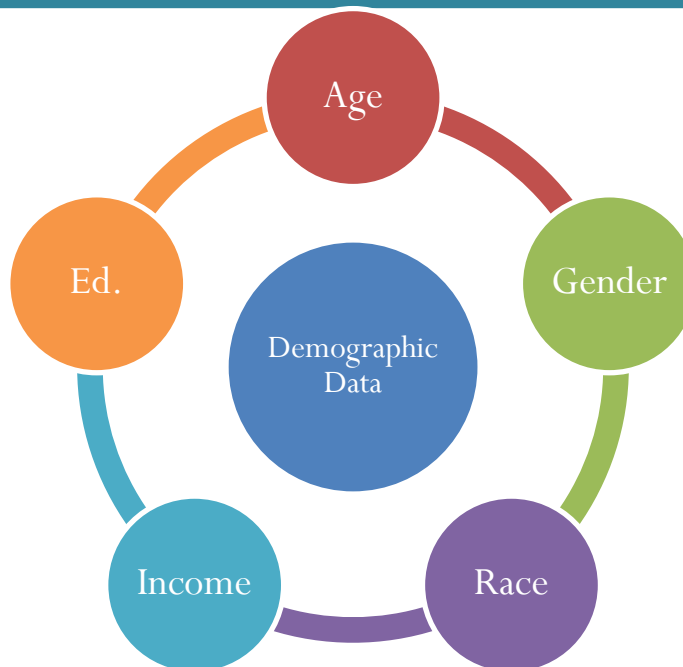
PHYSICAL ENVIRONMENT, MATERIALS & RESOURCES

1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
2. I select props for the dramatic play/housekeeping area that are culturally diverse (e.g. dolls, clothing, cooking utensils, household articles, furniture).
3. I ensure that the book/literacy area has pictures and storybooks that reflect the different cultures of children and families served

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.

Making it work in school

- Collect REaL (Race, Ethnicity, and Language) data using collection standards put forth in the Affordable Care Act section 4302a. (include SOGI-Sexual Orientation Gender Identity- data when appropriate).
- Analyze data to ensure curricula, policies, and procedures are equitable for all and school is taking steps to address disparities that may exist.



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.

Making it work in school

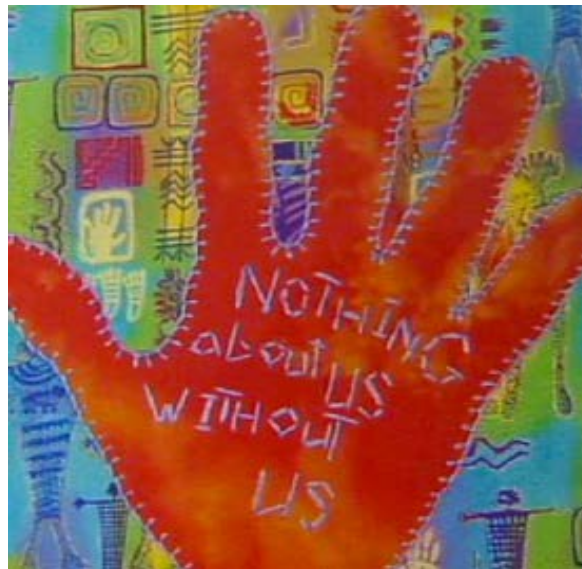
- Identify all services available to all populations in your community.
- Identify population specific services in your community (deaf, blind, LGBT, refugees, etc.).
- Conduct periodic needs assessment of diverse cultural groups to address their needs.



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

Making it work in school

- Obtain feedback via focus groups, meetings, suggestion or comment systems, open houses/listening sessions and utilize for discussion and improvement planning with district leaders.
- Create an advisory committee composed of diverse multi-cultural and multilingual groups of communities and families to consult with education staff and community partners to increase awareness of diversity and cultures in the school, to discuss issues affecting these diverse populations, and to plan how to best serve all students in the school.



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

Making it work in school

- Provide notice using signs, translated materials and other media regarding the right to file a complaint or grievance.
- Assign a district or community leader(s) to oversee, train, and support existing conflict and grievance resolution processes to ensure their cultural and linguistic appropriateness, or create processes if non-existent.

Litigation Negotiation Lawyer Case
Binding Diplomacy Mediator Matter
Private Arbiter Conflict Advisory
Formal Resolution Contractual Legal Solutions Parties
MEDIATION Conciliation Jurisdiction
Confidential Process Issue
Proceedings Participants
Decision Agreement
Case Workplace Legal
Arbitration Counsel Rights

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

Making it work in school

- Publicize regular updates on CLAS Standards progress to School Board, District Management & Leadership Teams, school staff, and to general public via website, district and school newsletters and other forms of communication.
- Draft and distribute materials, in accordance with Standard 8, that demonstrate the District and school level efforts to be culturally and linguistically responsive.



CULTURALLY EFFECTIVE ORGANIZATIONS

- Continually assess organizational diversity
- Invest in building capacity for inclusion
- Incorporate community culture and diversity
- Implement prevention strategies
- Evaluate the incorporation of cultural competence

- Host *Conversations on Culture and Diversity training* for ALL staff
- Make *CLAS in Education* presentation to your School Board and your school leadership team
- *Form a taskforce* to focus on CLAS Standards
- Conduct the *Organizational Self-Assessment*

QUESTIONS?



THANK YOU!

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