LINGUISTIC AND CULTURAL COMPETENCE GUIDELINES FOR STATE OF ILLINOIS SUBCONTRACTORS AND VENDORS

Prepared for the Illinois Office of New Americans Policy and Advocacy by Millennia Consulting
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Illinois Immigration Facts

- 12.8 million total population in Illinois
- 10 % are *LEP* (limited English proficient) in Illinois
- 13.8 % are foreign born (1.8 million)
- 31 % foreign born have less than a high school degree
- 56% LEP among foreign born

DuPage Immigration Facts

- 932,541 total population in DuPage
- 10.3% are *LEP* (limited English proficient)
- 28.44% are foreign born (265,193)
- 20% foreign born have less than a high school diploma
- 53% LEP among foreign born

Public-Private Partnership

- In early 2008, The State of Illinois through the Governor's Office of New Americans Policy and Advocacy convened a group of subcontractors/vendors to participate in the development of Linguistic and Cultural Competence Guidelines.
- These guidelines were to be developed as a mechanism for improving language and cultural accessibility and sensitivity in state-funded services delivered by this constellation of organizations that receive grants and contracts to serve residents of the Illinois.
- Twenty-two state funded organizations (thirty-two representatives) actively participate in the development of these guidelines. We called this group the "Peer Pilot Group".
- The Peer Pilot Group of State of Illinois Subcontractors and Vendors met four times between July and November 2008 to develop, test, and approve the attached *Linguistic and Cultural Competence Guidelines for State of Illinois Subcontractors and Vendors.*

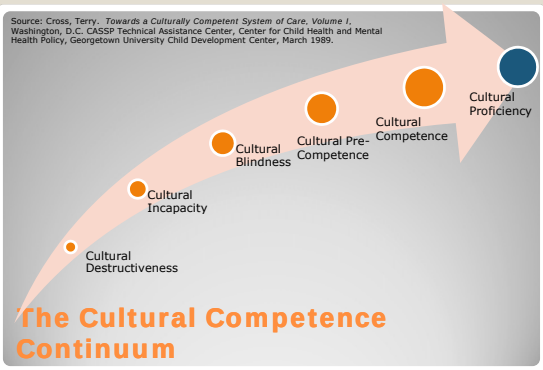
Guidelines adapted from several sources

- The National Standards on Culturally Appropriate Health Care Services, better known as the CLAS standards
- Cultural Competence Standards in Managed Care Mental Health Services: Four Underserved/ Underrepresented Racial/Ethnic Groups and
- National Association of State Workforce Agencies: Checklist for Developing a Limited English Proficiency (LEP) Plan.
- Pilot Group members also made suggestions based on their own experience in the field

Definitions

- "A set of congruent behaviors, attitudes, and policies, that come together in a system, agency, or amongst professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations." (Cross, 1989)

Definition: Cultural Competence



The Cultural Competence Continuum

- Provision of language assistance services, including bilingual personnel and interpreter services, at no cost to each consumer with Limited English Proficiency (LEP), at key points of contact, in a timely manner.
- Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin including actions that *delay*, *deny*, *or provide different* quality services to a particular individual or group of individuals.

Definition: Language Access

Definition: Meaningful Access

- Subcontractors/vendors are required to take reasonable steps to ensure meaningful access to its services and programs by Limited English Proficient (LEP) persons.
- Compliance involves the subcontractor/vendor's self-assessment balancing four factors:
  - 1) the number and proportion of eligible LEP persons
  - 2) the frequency of contact,
  - 3) the importance or impact of the contact upon the lives of the person(s) served, and
  - 4) the resources available to the organization. The organization will collect data on primary spoken language and, as appropriate, develop a plan to meet the needs of LEP customers. (IDHS Policy Memo)

What's an interpreter?

- "Interpreter" means a person fluent in English and in the necessary second language, who can accurately speak, read, and readily interpret the necessary second language, or a person who can accurately sign and read sign language. Interpreters shall have the ability to translate the names and concepts particular to the field in which they generally provide interpretation.

(What is translation?)

Refers to transfer of the written word from one language to another.

- Ideally, a person who is native to a particular country or region and speaks and writes its language fluently understanding words and word usage specific to that country or region.
- Grasps nuances of the language.
- Understands cultural norms, traditions, and belief systems.
- Could be a non-native who has lived in a particular country or region for a significant length of time and has studied the culture.

What does "bilingual, bicultural" staff mean?

- The following guidelines are recommended for all subcontractors/vendors of the State of Illinois whose contracts or grants require them to provide direct services to individuals or families.

Parameters

Linguistic and Cultural Competence Guidelines for State of Illinois Subcontractors and Vendors

- Simple, standards that could be adapted to the needs of many type of service organizations
- A set of concrete actions that organizations can take to begin their journey along the LCC continuum e.g. signage, data collection methods, interpretation services

Organizations should have a linguistic and cultural competence plan for the funded program(s) or for the organization as a whole that includes clear goals, outcomes, policies and/or procedures related to the provision of culturally and linguistically appropriate services. (CLAS 8, 9, 10, 11)

Guideline 1.

Organizations should implement strategies to recruit, retain, and promote at all levels, diverse personnel and leadership that are representative of the demographic characteristics of the service area. (CLAS 2)

Guideline 2:

Organizations should ensure that personnel at different levels and across relevant disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. (CLAS 3)

Guideline 3:

Guideline 4:

Organizations should ensure that every effort is made to ensure that consumers receive effective, understandable, and respectful services, provided in the consumer's preferred language and in a manner sensitive to cultural beliefs and practices. (CLAS 1)

Guideline 5:

Organizations should provide language assistance services, including bilingual personnel and interpreter services, at no cost to each consumer with limited English proficiency, at key points of contact, in a timely manner that facilitates maximum access to services. (CLAS 4)

Guideline 6:

Organizations should provide to consumers in their preferred language both verbal and written notices of their right to receive language assistance services that are culturally appropriate. (CLAS 5)

Organizations should make available easily understood consumer-related materials and post signage in languages of commonly encountered groups represented in the service area. (CLAS 7)

Guideline 7:

Organizations should partner with communities and utilize a variety of formal and informal mechanisms to advocate for, design and implement language access and culturally competent activities.(CLAS 12)

Guideline 8:

Organizations should ensure that conflict resolution processes are in place that can identify and resolve cross-cultural conflicts. (CLAS 13)

Guideline 9:

Organizations should make information available to the public about progress and successful innovations in implementing language and cultural competence guidelines and provide public notice in their communities of the availability of this information. (CLAS 14)

Guideline 10: