Cultural Reciprocity: Partnering with Immigrant Families to Improve Culturally Competent Practice

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The Pebble in the Pond...
Cultural Reciprocity

- Develop reciprocal relationships of trust with families
- Ask families what will work for them
  - “Do unto others as they would have you do unto them.” *The Platinum Rule*
- “Seek first to understand, then to be understood.” *Steven Covey*
- You can only understand if you truly listen – with and for the heart.
Cultural Brokers

- Identify partners with legitimacy with families & targeted communities.
- Ensure partners are representative of the community.
- Develop reciprocal trusting relationships
  - Bring resources to the table
  - Demonstrate humility

Cultural Liaisons

- Knowledge of:
  - Values, beliefs & practices within their cultural group
  - Service delivery systems they have learned to navigate
Gathering Community Knowledge

- Communities know:
  - Their history: where they have been
  - Their culture: who they are
  - Sacred places
  - Dangerous places
  - What is important to them

Cultural Mediators

- Helping service delivery systems:
  - Establish and maintain trust
  - Build meaningful relationships
Catalyst for Change

• Helping service delivery systems:
  – Recognize the barriers to participation by immigrant families
  – Make changes to address barriers
  – Engage immigrant families in all processes

Partnering for Cultural Competence

• Committed leadership from all partners
• Maintaining a partnership with good communication, clear decision-making, & specific responsibilities
Preparing for Collaboration

• Discuss with partners in advance:
  – Each partner’s role in the collaboration
  – How you will communicate with each other
  – Parental consent to sharing of info
  – What potential conflicts may exist
  – How conflicts will be resolved
  – Other roles of partners

Your Partnership Plan

• Ongoing:
  • Planning
  • Implementation
  • Evaluation
  • Revision of plan
Your Partnership Plan

- Quality information:
  - Develop accurate “map” of strengths & needs of families from diverse communities—who’s important, what’s important, relationships
    - Formal
    - Informal
  - Know how others have addressed these issues

Implementing Changes to Enhance Cultural Competence

- Bring about changes
- Monitor implementation to make sure improvements take place
Our Experience

- Identify partners with legitimacy with families & targeted communities
- Be prepared to reach out beyond existing databases to identify potentially eligible families
- Ensure that representative staff are involved in the outreach & support effort
- Ask families what they need and what works for them
- Be flexible & determined in your outreach, flexible & targeted in services

Our Experience

- Revisit your written materials to meet diverse & targeted family needs
- Be flexible in your activities & be prepared to change many times along the way
- Provide the support that immigrant families need
- Build a cadre of parent leaders to continue the provision of support
- Conduct ongoing evaluation of your efforts & their impact & learn from mistakes
Strengths-based

- Parent leadership development thru peer-to-peer education, support & empowerment
- Parents can be leaders regardless of their current situation
- Build leadership, not dependence
- Measure your effectiveness in enhancing family confidence, competence, attitudes & skills
- Ask families to assess your work

Critical Starting Point: Provide language access!

- Multi-lingual staff
- Community partnerships
- Language Line
- Website translation
- Traducelo Ahora
  - Websites
  - Emails
Legal Obligation to Provide Access

Entities receiving assistance from the federal government must take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access to the programs, services, and information those entities provide.

Who has “limited English proficiency?”

Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write or understand English can be limited English proficient, or "LEP." These individuals may be entitled to language assistance with respect to a particular type of service, benefit, or encounter.
Who must comply?

- All programs and operations of entities that receive assistance from the federal government *(i.e. recipients)*, including:

Who Must Comply?

- State agencies
- Local agencies (including schools)
- Private and nonprofit entities
- *Sub-recipients* (entities that receive federal funding from one of the recipients listed above)
What is the legal authority?

- For recipients of federal financial assistance, the legal authority is Title VI of the 1964 Civil Rights Act
- For recipients of federal financial assistance and federal agencies, the legal authority is Executive Order 13166

Title VI of the 1964 Civil Rights Act

- "No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."
**Lau v. Nichols**  
(US Supreme Court 1974)

- National origin discrimination includes discrimination based on a person's inability to speak, read, write, or understand English.

**Executive Order 13166:**  
Improving Access to Services for Persons with Limited English Proficiency

- The Order covers all federal & federally assisted programs & activities
- Federal agencies must:
Executive Order 13166

Federal agencies must publish guidance on how their recipients can provide access to LEP persons & improve the language accessibility of their own programs.

Executive Order 13166

– Break down language barriers by implementing consistent standards of language assistance across federal agencies and amongst all recipients of federal financial assistance.
4 Factor Analysis

- Recipients of federal financial assistance have an obligation to reduce language barriers that can preclude meaningful access by LEP persons to important government services. (The federal government has the same obligations as a result of Executive Order 13166.)

Individualized Assessment

- Each covered entity must conduct an individualized assessment that balances the following four factors:
Individualized Assessment: 4 Factor Analysis

- # of LEP persons eligible to be served or likely to be encountered
- Frequency of contacts
- Nature & importance of service to people’s lives
- Costs & available resources

Number of beneficiaries

1. The number or proportion of LEP persons eligible to be served or likely to be encountered by the program or grantee/recipient
Frequency of contact

2. The frequency with which LEP individuals come in contact with the program

Nature/importance of services

3. The nature and importance of the program, activity, or service provided by the program to people's lives
4. The resources available to the grantee/recipient and costs.

Elements of an Effective LEP Policy

- Identifying LEP persons who need language assistance
- Identifying ways in which language assistance will be provided
Elements of an Effective LEP Policy

- Training staff
- Providing notice to LEP persons
- Monitoring and updating LEP policy

Language Assistance Services

- Written language services
- Translation of written materials
Translation rule

• Written translations of vital documents required:
  – for each LEP language group that constitutes five percent or 1,000, whichever is less, of the population of persons served or likely to be served; or
  – If there are fewer than 50 persons in a language group that reaches the five percent trigger, the recipient does not translate vital documents but provides written notice in the primary language of the LEP group of the right to receive competent oral interpretation of those documents, free of cost.

Language Assistance Services

• Bilingual staff
• Oral interpretation services
• Telephone interpreter lines
• Community volunteers
Payment for Services

• Persons with limited English proficiency cannot be required to pay for services required to ensure their meaningful, equitable access to programs, services, and benefits.

Informed Consent

• Informed consent requires written information to be translated & oral information to be interpreted into the family’s language.
• Notice of rights must be in family’s language.
Selected Justice Dept. Cases

• State required to conduct an annual assessment of frequently encountered languages and of the number of LEP individuals needing language assistance statewide; develop a process for determining which documents require translation and then translate these materials as appropriate; develop a simplified Medicaid application form with information in 15 commonly spoken languages explaining how to obtain translation interpretation services; enhance staff training on policies and procedures for communicating with and serving LEP persons; and identify an agency to coordinate language assistance services

Selected Justice Dept. Cases

• Public school required to translate all parent rights documents, letters to parents, and school-related information into Spanish; hire bilingual interpreters for parent-teacher and other parent-school meetings; collect information on families who need language access; and provide info to families on their right to language access and how to get it
• Town required to hire interpreters, translate vital documents, & establish outreach program to ensure LEP community included in town services and programs
General OCR requirements

• Develop a language access plan;
• Designate a staff person to coordinate Title VI activities;
• Provide information and training to staff on these policies;
• Post translated notices that contain information on the availability of no cost interpreters;

General OCR Requirements

• Maintain effective interpreter services by emphasizing in-person interpretation and, to the extent possible, minimize telephone interpretation;
• Provide translation of important forms and documents;
• Collect, analyze, and maintain data to determine if interpreter services are adequately provided;
• Monitor subcontractors and include a nondiscrimination clause in all contracts for services
The Bottom Line

• The bottom line is ensuring meaningful and equitable access to programs, services, and benefits to immigrant families &/or children, youth, and adults with limited English proficiency!

Self-Assessment

• Conduct cultural & linguistic competence self-assessment using NCCC tool
• Collect & analyze data based on race, language, etc. to measure effectiveness & to identify the need for improvements
• Develop improvement plans
Phases of Self-Assessment

• Phase I: Establish a structure to guide the work
• Phase II: Create a shared vision & shared ownership
• Phase III: Collect, analyze & disseminate data
• Phase IV: Develop & implement a plan of action

Establish a structure

• Who will be involved in guiding the work of self-assessment?
  – Board
  – Management
  – Staff
  – Volunteers
  – Community partners
  – Constituents
• Will there be 1 individual or a group that oversees the work of self-assessment?
Shared Vision & Ownership

• Does your vision, mission, strategic plan already include commitment to cultural & linguistic competence?
• Does your organization have a history of self-examination & continuous quality improvement?
• If not, what do you need to do to develop a shared vision & ownership for the process?

Collect, Analyze, Disseminate Data

• What information do you already have that you can use for self-assessment?
  – Reports on demographics of families served, effectiveness of services for diverse populations, etc.
  – Organizational policies & procedures
• What information do you need, & where & how can you get it?
  – Census data
  – Results of self-assessment surveys
Information-Gathering Tools

• Questionnaire/Survey—Parent, staff, board
• Focus Group—Parent, staff
• Program Observation
• Materials Review

Engaging others in the process

• Who will complete the self-assessment?
  • Staff & volunteers
  • Parents/families
  • Other key stakeholders
Who & How Will You Analyze Data?

• Who will analyze data?
  • Individual
  • Team
  • Committee
• How will you analyze it?
  • Overall
  • By constituency of group completing

Results Dissemination

• How will you share “raw data?”
  • Discuss at meetings
  • Write up a summary
  • Disseminate aggregated results
• With whom will you share the results?
  • Board, management team, staff, families
  • Partners, funders
Develop & Implement Action Plan

• Who will be involved in developing action plan?
• How & with whom will plan be disseminated?
• Who will have responsibility for implementation?
• How will you ensure ongoing progress?
• When will you redo the self-assessments?

Resources to Help Assess Cultural Competence & Language Access & Develop Improvement Plans

• Language Assistance Self-Assessment & Planning Tool & Assessing Access Worksheet:
• Cultural & Linguistic Competence Family Organization Self-Assessment:
  (http://www.guchdgeorgetown.net/nccc/clcfoa/)
• Parent Center Family-Centered Services & Non-Profit Management Self-Assessment Tool
Resources to Help Assess Language Access & Develop LA Plans

- Sample Language Access Self-Assessments:
  - Large PTI/Parent Center
  - Small PTI/CPRC
- Sample Language Access Plan
  - Large PTI/Parent Center
  - Small PTI/CPRC

(See Language Access, www.parentcenternetwork.org/region1/resources/other_topics.html)

![Image](image1.png)

- IBM ¡TradúceloAhora!
  Bridging the Language Divide for Spanish-speaking families:
  (www.traduceloahora.org)
- Other web-based translation tools
- Language line & other contracted language services

![Image](image2.png)
Other Resources

- Working with interpreters tip sheets: (www.parentcenternetwork.org/region1/resources/other_topics.html)

Questions?