

## 10 PERFORMANCE MEASURE

### **Goal 2: Eliminate Health Barriers & Disparities (Develop and promote health services and systems of care designed to eliminate disparities and barriers across MCH populations)**

**Level: Grantee**

**Category: Cultural Competence**

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The degree to which MCHB supported programs have incorporated cultural competence elements into their policies, guidelines, contracts and training.

#### **GOAL**

To increase the number of MCHB supported programs that have integrated cultural competence into their policies, guidelines, contracts and training.

#### **MEASURE**

The degree to which MCHB supported programs have incorporated cultural competence elements into their policies, guidelines, contracts and training.

#### **DEFINITION**

Attached is a checklist of 23 elements that demonstrate cultural competency. Please check the degree to which the elements have been implemented. The answer scale is 0-69. Please keep the completed checklist attached.

#### **HEALTHY PEOPLE 2010 OBJECTIVE**

Related to Objective 16.23: Increase the proportion of States and jurisdictions that have service systems for children with or at risk for chronic and disabling conditions as required by Public Law 101-239.

Related to Objective 23.11 (Developmental) Increase the proportion of State and local public health agencies that meet national performance standards for essential public health services.

Related to Objective 23.15 (Developmental) Increase the proportion of Federal, Tribal, State, and local jurisdictions that review and evaluate the extent to which their statutes, ordinances, and bylaws assure the delivery of essential public health services.

#### **DATA SOURCE(S) AND ISSUES**

- Attached data collection form to be completed by grantees.
- There is no existing national data source to measure the extent to which MCHB supported programs have incorporated cultural competence elements into their policies, guidelines, contracts and training.

#### **SIGNIFICANCE**

Over the last decade, researchers and policymakers have emphasized the central influence of cultural values and cultural/linguistic barriers: health seeking behavior, access to care, and racial and ethnic disparities. In accordance with these concerns, cultural competence objectives have been: (1) incorporated into the MCHB strategic plan; and (2) in guidance materials related to the Omnibus Budget Reconciliation Act of 1989 (OBRA '89), which is the legislative mandate that health programs supported by MCHB Children with Special Health Care Needs (CSHCN) provide and promote family centered, community-based, coordinated care.

**DATA COLLECTION FORM FOR DETAIL SHEET #10**

Using a scale of 0-3, please rate the degree to which your grant program has incorporated the following cultural competence elements into your policies, guidelines, contracts and training.

0	1	2	3	<b>Element</b>
				<b>CORE FUNCTIONS:</b> Our organization incorporates the following culturally competent core function elements:
				1. Performs needs/assets assessments with the culturally diverse groups we serve.
				2. Collects and analyzes data according to different cultural groups (e.g. race, ethnicity, language).
				3. Designs services to meet the needs of culturally diverse groups (e.g. use of traditional healers, flexible times of services, language services).
				4. Uses data on different groups for program development.
				5. Considers barriers and the provision of appropriate strategies to address them.
				6. Evaluates and monitors quality services (via customer satisfaction surveys, focus groups, chart reviews).
				Is there a policy to incorporate cultural competence in the core functions? <i>None</i> ___ <i>Informal</i> ___ <i>Formal</i> ___ <i>In process</i> ___
				<b>TRAINING/HUMAN RESOURCES:</b> Our organization incorporates the following culturally competent training/human resource elements:
				1. Employs a culturally diverse and linguistically and culturally competent staff.
				2. Ensures the provision of training, both in orientation and ongoing professional development, for staff, volunteers, contractors and subcontractors in the area of cultural and linguistic competence.
				Is there a policy to incorporate cultural competence in training and human resources? <i>None</i> ___ <i>Informal</i> ___ <i>Formal</i> ___ <i>In process</i> ___
				<b>COLLABORATION:</b> Our organization collaborates with informal community leaders/groups (e.g. natural networks, informal leaders, spiritual leaders, ethnic media, family advocacy groups) in various aspects of the following categories::
				1. Program planning
				2. Service delivery
				3. Evaluation/monitoring of services
				<b>COLLABORATION:</b> Our organization collaborates with families of culturally diverse groups in various aspects of the following categories:
				4. Program planning
				5. Service delivery
				6. Evaluation/monitoring of services
				Is there a policy to support the above mentioned collaborative activities? <i>None</i> ___ <i>Informal</i> ___ <i>Formal</i> ___ <i>In process</i> ___

				<b>RESOURCE ALLOCATION:</b> Our organization's allocation of resources adequately meets the unique access, information and service needs of culturally diverse groups in the following program areas:
				1. Planning
				2. Implementation
				3. Evaluation/Monitoring (e.g. customer satisfaction surveys, focus groups)
				Is there a policy to support the allocation of fiscal resources for the needs and services for culturally diverse groups? <i>None</i> ___ <i>Informal</i> ___ <i>Formal</i> ___ <i>In process</i> ___
				<b>CONTRACTS:</b> Our agency puts language in contracts that addresses our goals to incorporate cultural competence for culturally and linguistically diverse groups in the following areas:
				1. Needs/assets assessments
				2. Outreach
				3. Specialized services
				4. Training for contractors/subcontractors
				5. Sufficient funds to support 1-e
				6. Reporting requirements for a-e
				Is there a policy to support monitoring of contractors/subcontractors? <i>None</i> ___ <i>Informal</i> ___ <i>Formal</i> ___ <i>In process</i> ___

0=Not Met

1=Partially Met

2=Mostly Met

3=Completely Met

Total the numbers in the boxes (possible 0-69 score) \_\_\_\_\_