

CULTURAL COMPETENCY WORKSHOP

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IN PARTNERSHIP WITH THE GNBYS PROFESSIONAL DEVELOPMENT SUB-
COMMITTEE



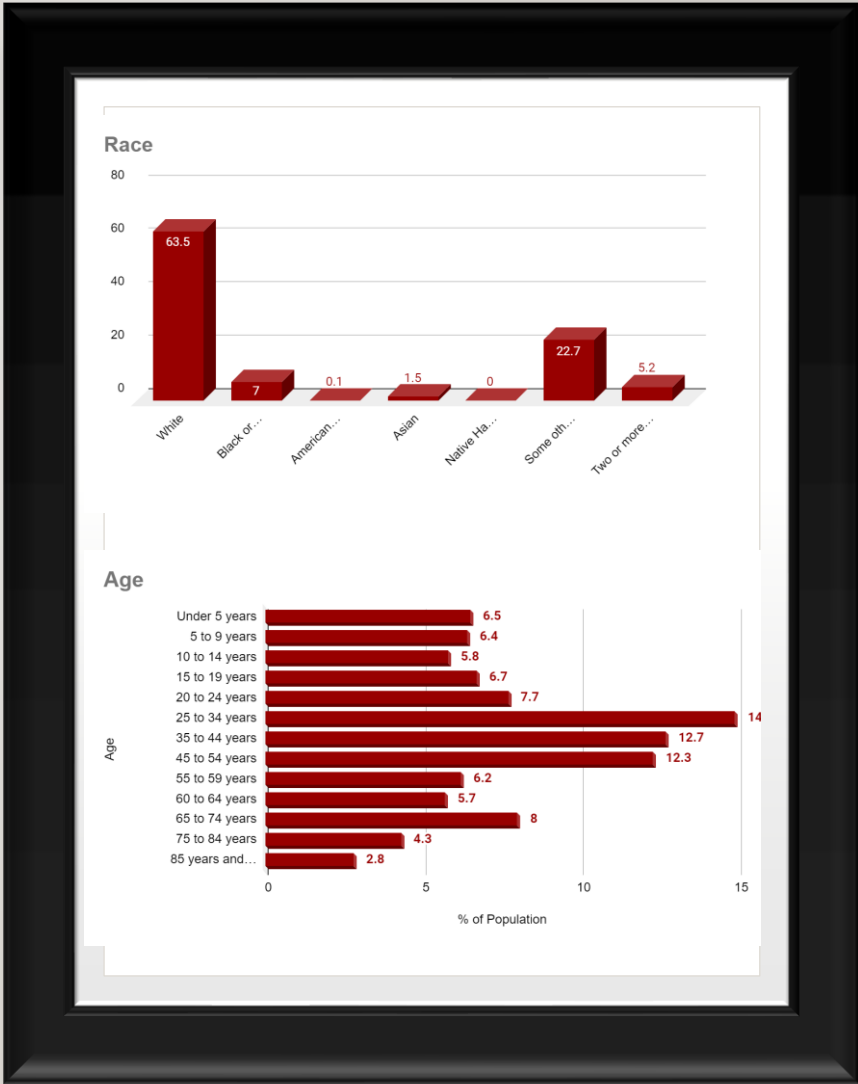
**eliminating racism
empowering women**
ywca

OVERVIEW OF WORKSHOP OBJECTIVES

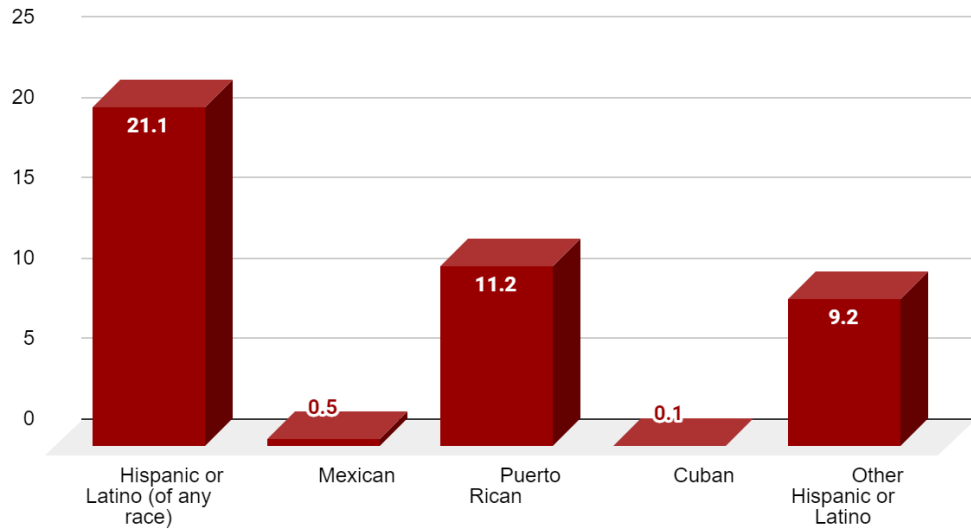
- Review the diversity of New Bedford
- Define diversity
- Understand the various aspects of diversity
- Identify the way individuals are socialized
- Increase our understanding of social identities and our proximity to the social identities that hold power and privilege in our society
- Understand the importance of Culturally and Linguistically Appropriate Services (CLAS)

A SNAPSHOT OF OUR DIVERSE CITY

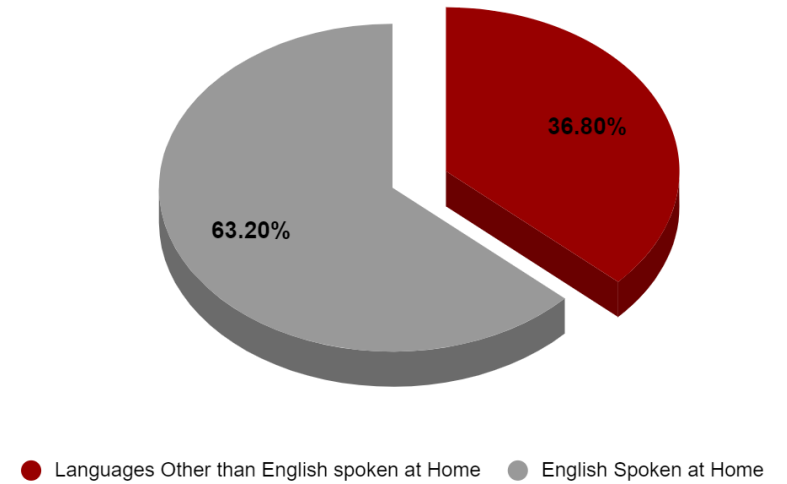
Population: ~ 95,239



Hispanic/ Latinx Population

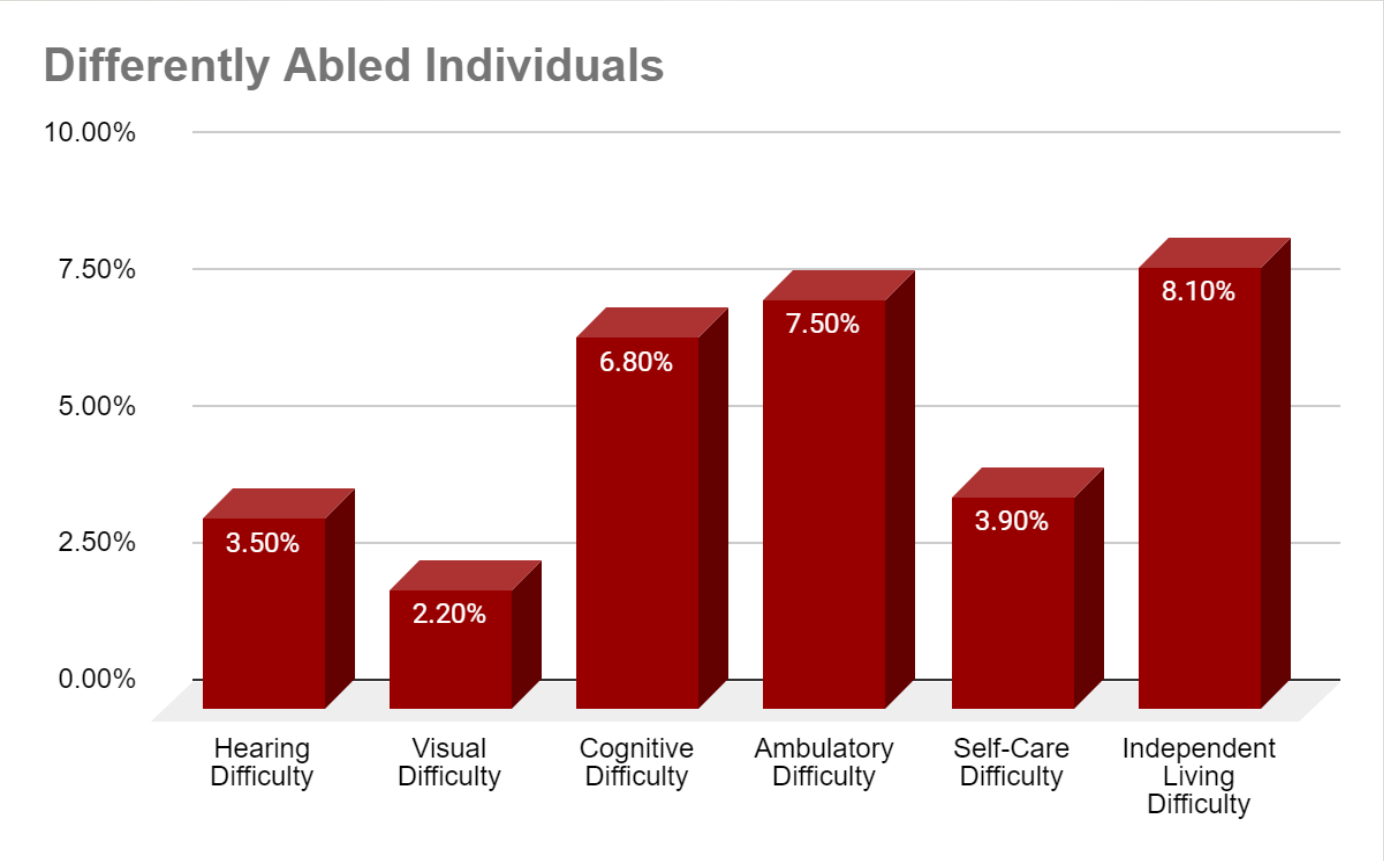


Languages Spoken at Home



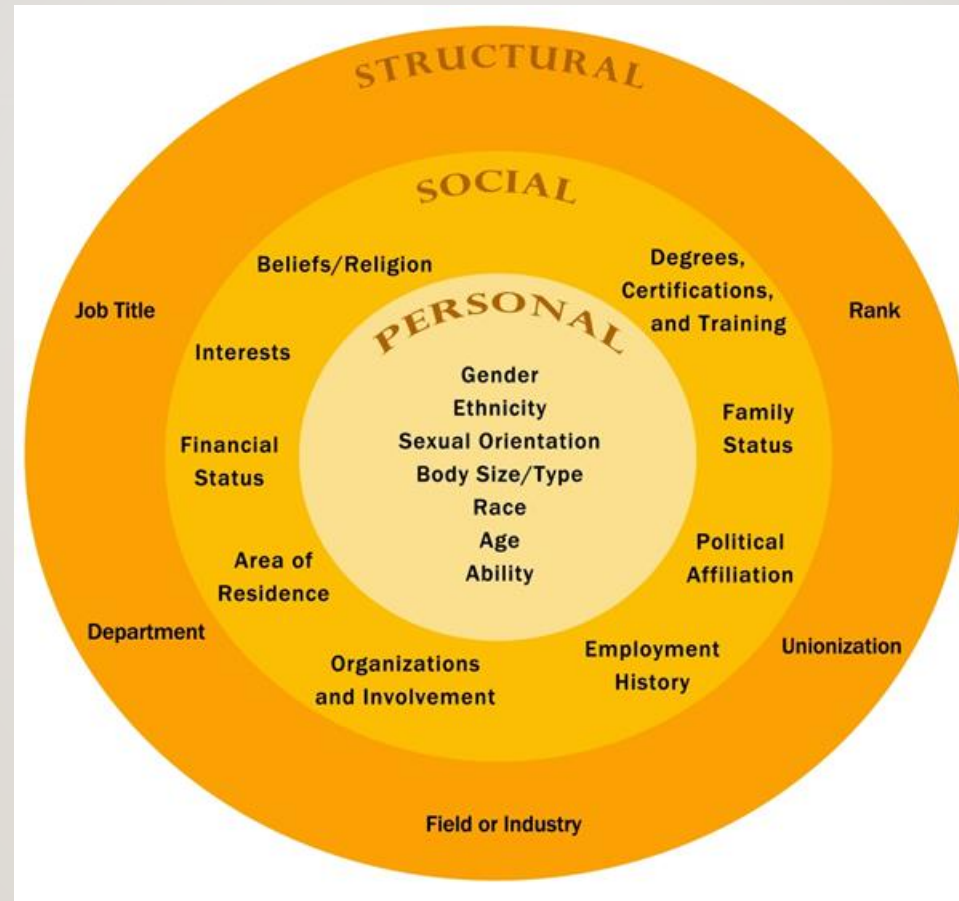
19.8% FOREIGN BORN

14.1% of New Bedford's Population is Differently Abled



AN INTRODUCTION TO CULTURAL COMPETENCY

Diversity is a term used to describe group, social, and individual differences.



SOCIAL IDENTITY THEORY

"Social identity theory compares how behavior and identity is situational and based on people's fluid concepts of themselves as either individuals or as members of groups."

Social identity involves four internal processes:

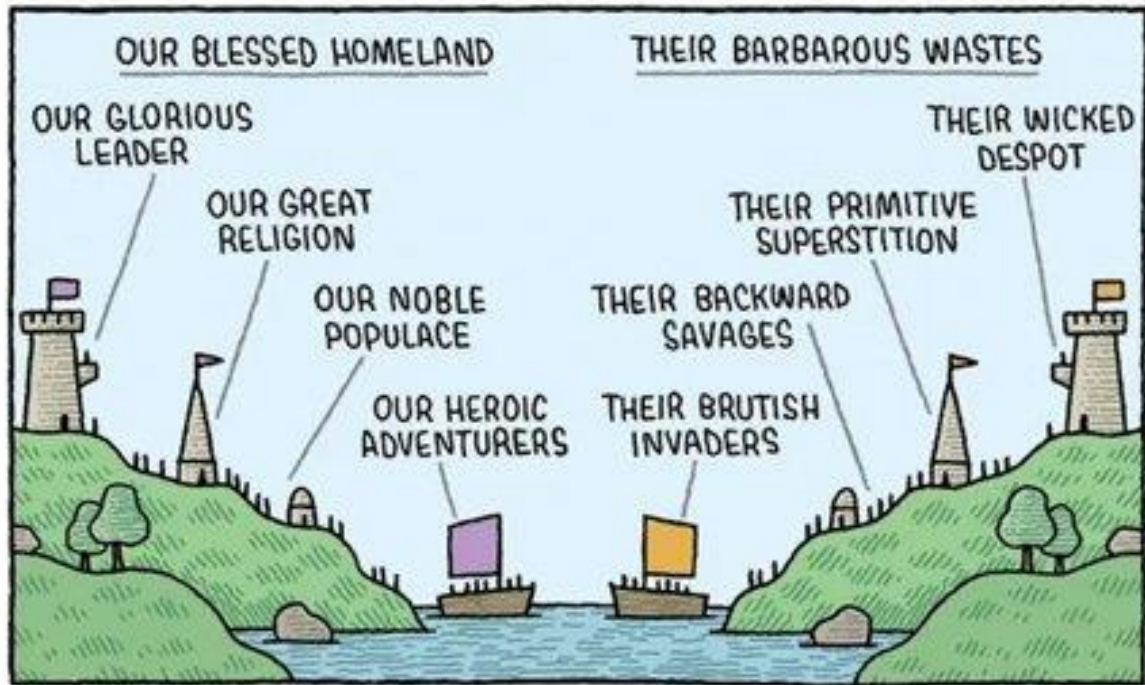
Categorization

Identification

Comparison

Distinctiveness

"Diversity: the art of thinking independently together." Malcolm Stevenson Forbes (1880-1954) American publisher, businessman.



TOM GAULD

SOCIAL IDENTITY INVENTORY ACTIVITY

Social Identity Group	When did you know you were part of this group?	How did you know you were part of this group?	What role does this identity play in your life?	What are the benefits of being part of this social group?



SOCIAL IDENTITY COMPARISON ACTIVITY CONTINUED

Your social identity group	Corresponding social identity group	How do you know this group is different from your group?	How does the other group impact your life?	What benefits do members of the other group have that you don't?

INTERSECTIONALITY AND SOCIAL IDENTITY



<https://www.youtube.com/watch?v=w6dnj2lyYjE>

SOCIAL IDENTITY ACTIVITY

YWCA IS ON A MISSION

eliminating racism
empowering women
ywca

Petals of Privilege

Race
Ancestry/
Ethnic Descent
Language (s)
Family
(Single? Nuclear? Other)
Socioeconomic class
Religion
Physical/Mental
Ability
Immigration
Status
Gender Expression
Gender Identity
Age Group

Draw petals

Fill out your petals for your:

- Race
- Ethnicity
- Gender Identity
- Sexual Orientation
- Ability
- Religion
- Nationality
- Socioeconomic Status
- Physical/Mental Ability
- Age Group
- Language(s) Spoken
- Family Structure
- Education

Choose one color that is associated with dominant identity groups, and one other color. Color in the petals of dominant identities. Color in the petals of non-dominant identities with the other color.

REFLECTION(S)

- What are your reactions to coloring the flower?
- Which social identities are you more or less aware of?
- Are these dominant or non-dominant identities?
- What do you appreciate about or gain from that identity?
- What is the most negative or difficult thing about that identity?
- What questions about privilege and disadvantage are raised for you after this activity?
- How will reflecting on your social identities help you in understanding others?



**CULTURAL
COMPETENCY
LEADS TO
EQUITABLE SERVICE**

Title VI of the Civil Rights Act of 1964

“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.”

NO DISCRIMINATION IN FEDERALLY SUBSIDIZED PROGRAMS OR ACTIVITIES

- No Discrimination Based on Race, Color, or National Origin
- Language-Based Discrimination = National Origin Discrimination
- Title VI applies equally if federal aid is \$1 or \$1,000,000,000 – Money from State Can Also Trigger Title VI

Public Schools

City Departments

Non-Profits

County
Departments

Hospitals

State Agencies

... and many more.

TITLE VI REQUIRES “MEANINGFUL ACCESS” TO SERVICES

- Language Assistance to **Limited English Proficient (LEP)** People
- Trained, Certified Interpreters, Bilingual Staff, Volunteers
- Translated Vital Documents
- **No Children, Friends, Parents, Relatives**
- Link to CLAS: Standards 4, 5, 6, and 7 are based on Title VI of the Civil Rights Act of 1964 (Title VI) with respect to services for **Limited English Proficient (LEP)** individuals.

FEDERAL LAW PROHIBITS DISABILITY DISCRIMINATION

- Standard 5: “Offer language assistance to individuals who have limited English proficiency **and/or other communication needs**.....”
- People who are deaf or hard of hearing
 - Americans with Disabilities Act
 - Rehabilitation Act of 1973
 - Affordable Care Act



CONSEQUENCES OF NON- COMPLIANCE

- Cut-off of federal funds
- Compliance reviews of organizations investigated for Title VI violations
- Ongoing Federal investigations and oversight
- Civil rights money damages – NOT covered by malpractice
- MAKE the legally required changes or, a jury will decide for you
- “...circumstantial evidence alone may establish discriminatory intent.”

COMPLIANCE SELF-ASSESSMENT

- Do you have children, friends, or relatives provide language assistance?
- Do you have Title VI and LAP Plans?
- Do you have mandatory staff Title VI training?
- Do you have CLAS/Cultural Competence Training?
- Do you decide type of language assistance or does customer?
- Do you train and certify interpreters?
- Do you charge for language assistance services?
- Do you restrict language access to certain areas?
- Have you asked customers to bring their own translated documents?
- Have you asked LEP people to come back another day when an interpreter will be available?
- Have you asked an LEP person why he/she does not speak English?
- Have you provided language assistance without assessment?
- Have you implemented CLAS? Have you spoken lately with your malpractice insurance carrier?

AN EQUITABLE EQUATION

- Effective, Title VI Compliant Language Assistance + Legally Compliant Language Assistance Policies + CLAS Compliance + Culturally Competent Service =
- Lower Liability Risk, More Cost-Efficient Services, Lower Risk of Federal Sanctions, Lower Risk of Losing Federal \$\$\$\$

COMING FALL 2021...

A comprehensive training platform

- Diverse series of topics including:
 - Racial and Ethnic Equity
 - CLAS Organizational Standards and Policy
 - Diff-abled Equity
 - Cultural and Linguistic Competency
 - LGBTQ+ Equity
 - Age Equity

THANK YOU!