Culturally and Linguistically Competent Strategies to Engage Diverse Communities:
Implications for Developmental Disabilities Councils

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May 9, 2024

Agenda
What we will do together this afternoon

Objectives

Participants will:

1. Examine national demographic trends and compare them to those in their respective states and territories.
2. Review definitions of cultural competence and linguistic competence to ensure a shared understanding of these frameworks and practices.
3. Differentiate community outreach from community engagement.
4. Examine historical trauma and how it affects persons who experience intellectual and developmental disabilities (IDD), their families, and the communities in which they live.
5. Describe how the concept and practice of cultural brokering can be used to engage diverse communities.
6. Apply six key approaches/strategies, that reflect cultural and linguistic competence, to engage the diverse communities in the work of Developmental Disabilities Councils.

Top 10 Countries of Birth of Lawful Permanent Residents in the USA in FY 2022

Total	1,018,349

Country	
Mexico	138,772
India	127,012
China	67,950
Dominican Republic	40,152
Cuba	36,642
Philippines	35,998
El Salvador	30,876
Vietnam	24,425
Brazil	24,169
Colombia	21,723

Data Source: U.S. Department of Homeland Security, Yearbook of Immigration Statistics: 2022 Legal Permanent Residents, Supplemental Table 1 – Persons Obtaining Legal Permanent Resident Status by State or Territory of Residence and Region or Country of Birth: Fiscal Year 2022

ACS 2022 Demographic Estimates for the USA

One Race or Latino or Hispanic and Race
Total Population = 333,287,562

RACE	NUMBER	PERCENTAGE OF POPULATION
One Race	291,505,273	87.5
White	202,889,017	60.9
Black or African American alone	40,603,656	12.2
American Indian or Alaska Native	3,205,331	1
Asian	19,696,980	5.9
Native Hawaiian & Other Pacific Islander	665,807	0.2
Some Other Race	24,444,482	7.3
Two or More Races	41,782,289	12.5
HISPANIC OR LATINO AND RACE		
Hispanic or Latino of any Race	63,553,639	19.1

Data Source: U.S. Census Bureau, 2022 American Community Survey- 1 Year Estimates, Table DP05

Languages Spoken at Home in the USA in 2022

Estimated Total Population 5 years and over   *314,929,363*

Speak only English   245,68,7577   78%

Speak a language other than English   69,241,786   22%

Speak Spanish   42,032,538   13.3%

Speak Indo-European languages   12,081,930   3.8%

[French (Patois, Cajun), French Creole, Italian, Portuguese, Portuguese Creole, German, Yiddish, Other West Germanic languages, Scandinavian languages, Greek, Russian, Polish, Serbo-Croatian, Other Slavic languages, Armenian, Persian, Gujarathi, Hindi, Urdu, Other Indic languages]

Speak Asian and Pacific Island languages   11,209,181   3.6%

[Chinese, Japanese, Korean, Mon-Khmer, Cambodian, Miao, Hmong, Thai, Laotian, Vietnamese, Tagalog, other Pacific Island languages]

Other Languages   3,918,137   1.2%

[Navajo, Other Native American languages, Hungarian, Arabic, Hebrew, African languages, other unspecified languages]

Limited English-Speaking Households

Limited English-Speaking Households formerly (linguistic isolation) refers to households in which no member 14 years old and over: (1) speaks only English or (2) speaks a non-English language and speaks English "very well."

Limited English-Speaking Households in the USA in 2022

All LEP households (n) = 5,480,167   **4.2%**

Households speaking--
- Spanish
- Other Indo-European languages
- Asian and Pacific Island languages
- Other languages

Total	Estimate Limited English Speaking	Percentage
16,893,857	3,231,270	19.1%
5,930,783	848,955	14.3%
5,100,108	1,150,105	22.6%
1,768,298	249,837	14.1%

ACS 2022 Disability Characteristics for USA

Total USA Population = 328,309,810
Estimated Non-institutionalized Population with a Disability = 44,146,764 (13.4%)

Disability defined as:
- Hearing difficulty
- Vision difficulty
- Cognitive difficulty
- Ambulatory difficulty
- Self-care difficulty
- Living Independent difficulty

Varies by Age Grouping

Age		
< 5 years	=	0.8%
5-17 years	=	6.2%
18-34 years	=	8.3%
35-64 years	=	12.6%
65-74 years	=	24.3%
> 75 years	=	45.9%

RACE	NUMBER	PERCENT OF POPULATION
White (alone)	28,800,167	14.4%
Black or African American	5,892,163	14.9%
American Indian or Alaska Native	492,983	15.7%
Asian (alone)	1,617,809	8.3%
Native Hawaiian & Other Pacific Islander	80,808	12.5%
Some Other Race	2,482,618	10.3%
Two or More Races	4,780,216	11.6%
HISPANIC OR LATINO AND RACE		
Hispanic or Latino of any Race	6,581,811	10.5%

Polling Question 1

Do you know who lives in your state or territory by:

a. race
☐ yes   ☐ no   ☐ not sure

b. ethnicity
☐ yes   ☐ no   ☐ not sure

c. languages spoken
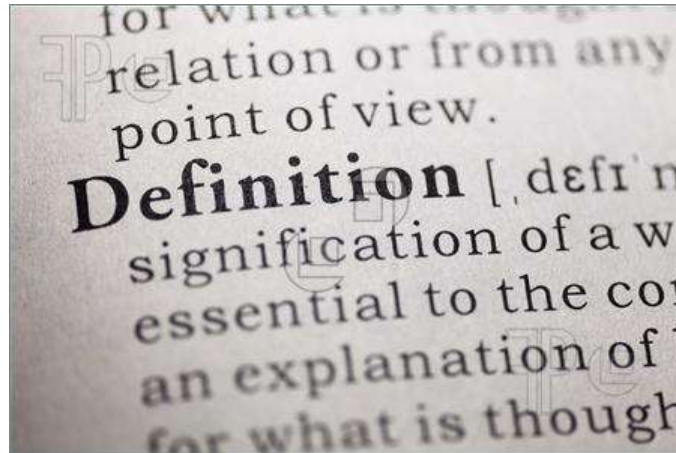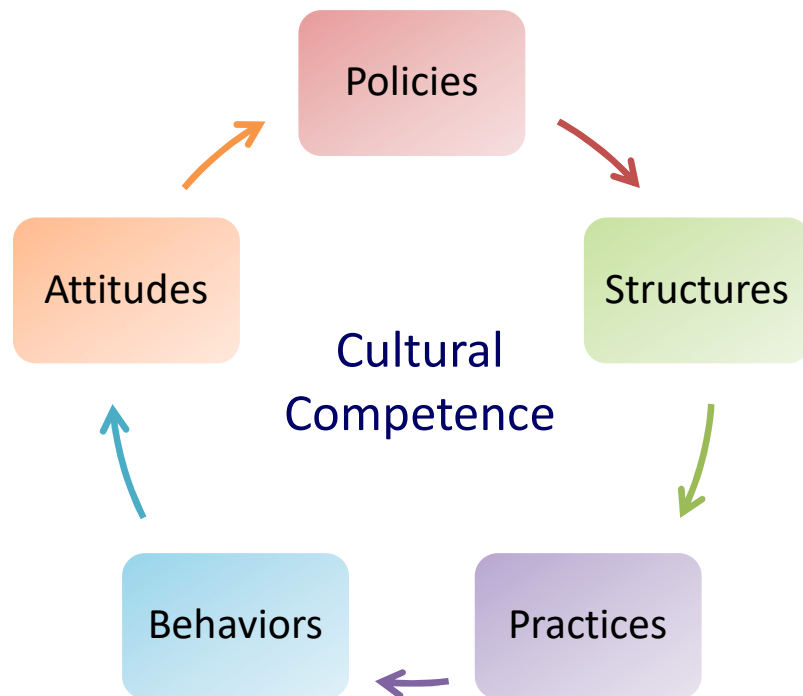☐ yes   ☐ no   ☐ not sure

Definitions and Conceptual Frameworks
Cultural Competence & Linguistic Competence
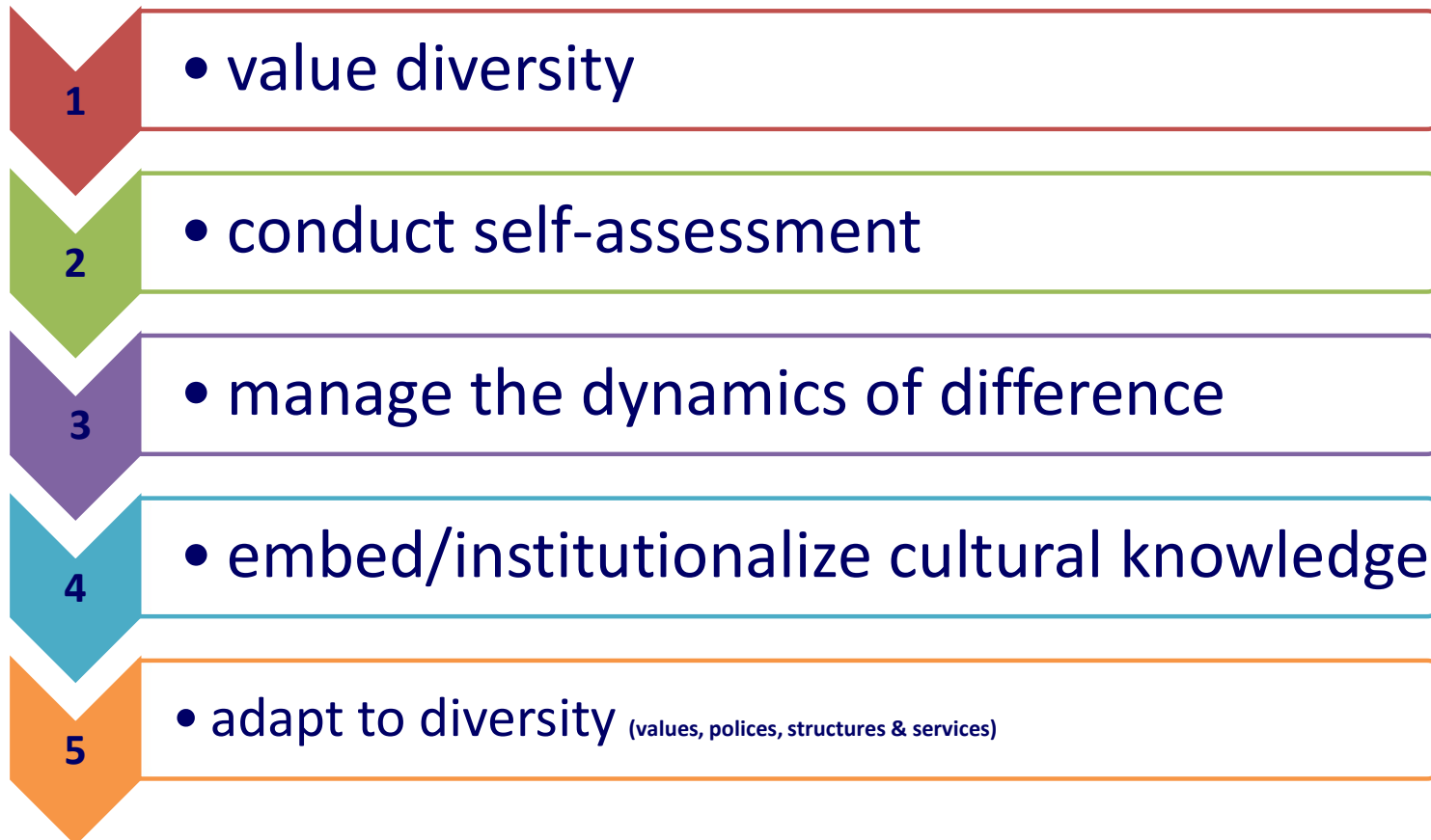
Cultural Competence Conceptual Framework

Policies

Structures

Practices

Behaviors

Attitudes

Cultural Competence

Cultural competence requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally.

(Adapted from Cross, Bazron, Dennis & Isaacs, 1989)

Five Elements of Cultural Competence

ORGANIZATIONAL LEVEL

1 • value diversity

2 • conduct self-assessment

3 • manage the dynamics of difference

4 • embed/institutionalize cultural knowledge

5 • adapt to diversity **(values, polices, structures & services)**

(Cross, Bazron, Dennis and Isaacs, 1989)

ESSENTIAL ELEMENTS IN A
CULTURALLY COMPETENT SYSTEM

These five elements must be manifested at every level of an organization or system including:

policy making

administration

practices, supports, services, care

individuals & families

community
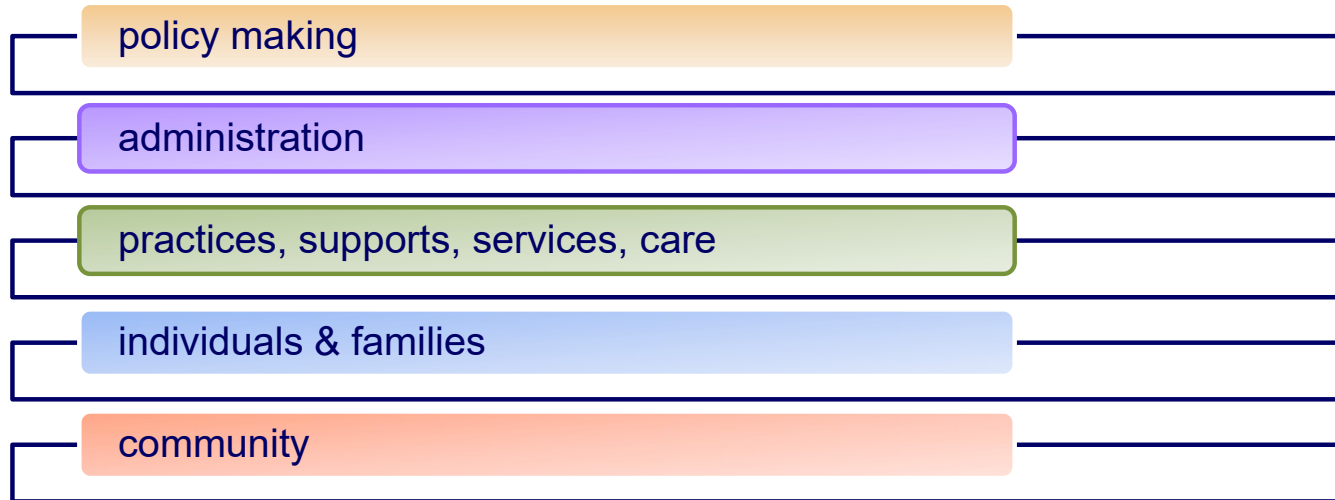
and reflected in its attitudes, structures, policies, practices, and services.

Cultural competence and DD Councils

Councils must ensure that cultural competence:

- Is embedded fully in:
  - Membership
  - State Plan
  - Grants,
  - Advocacy, self-advocacy, capacity building

- Persons with IDD and their families of all racial, ethnic, cultural, and other identity backgrounds benefit from the work of the Council.

Policies

Structures

Cultural Competence

Attitudes

Behaviors

Practices
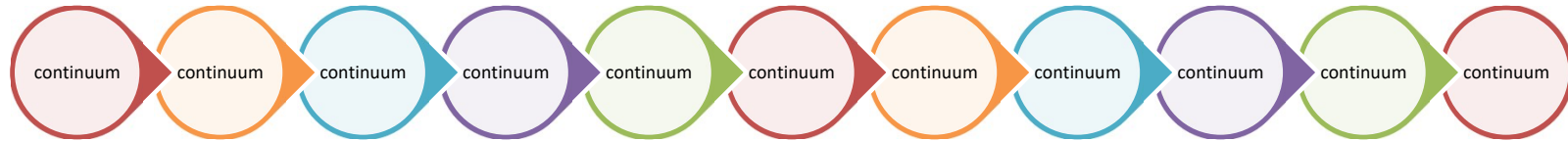
Cultural competence is a developmental process. Disability, education, health, and community living systems and their personnel are at various stages on this continuum.

Language and Culture are Inextricably Linked
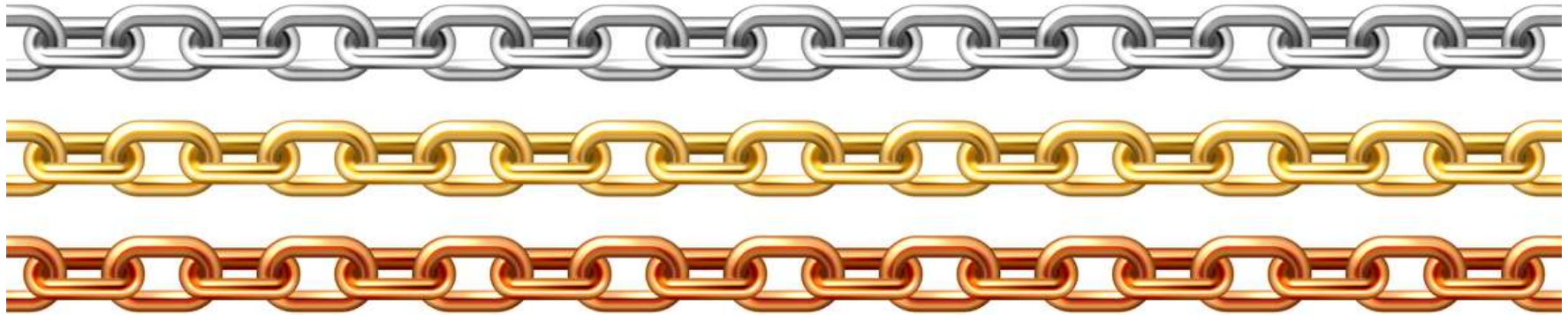
Linguistic Competence

- Is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse groups including persons of limited English proficiency, those who are not literate or have low literacy skills, individuals with disabilities, or those who are deaf or hard of hearing;

- Requires organizational and provider capacity to respond effectively to the health literacy and mental health literacy needs of populations served; and

- Ensures policy, structures, practices, procedures and dedicated resources to support this capacity.

What do we mean by linguistic competence?

Linguistic competence is how an organization provides all of its work:

- In languages other than English
- In clear language that is easy to understand

And for people who:

- Do not use speech to communicate with others
- Are deaf or hard of hearing
- Have difficulty reading and writing in English or other languages
- With developmental and other disabilities

Goode & Jones, Revised 2009

Linguistic competence and DD Councils

Capacity to engage for persons who need:

- Alternative Augmentative Communication

- Information in clear language (English & other languages)

- Information in graphics, visual, audio, braille, and other formats

Councils must ensure that the capacity for linguistic competence:

- Is embedded fully in:
  - Membership
  - State Plan
  - Grants
  - Advocacy, self-advocacy, capacity building

- Persons with IDD and their families of all racial, linguistic backgrounds benefit from the work of the Council.

Linguistic Competence:
LEGAL MANDATES & GUIDANCE

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons

https://www.hhs.gov/civil-rights/for-individuals/special-topics/limited-english-proficiency/fact-sheet-guidance/index.html

https://www.hhs.gov/civil-rights/for-individuals/special-topics/limited-english-proficiency/guidance-federal-financial-assistance-recipients-title-vi/index.html
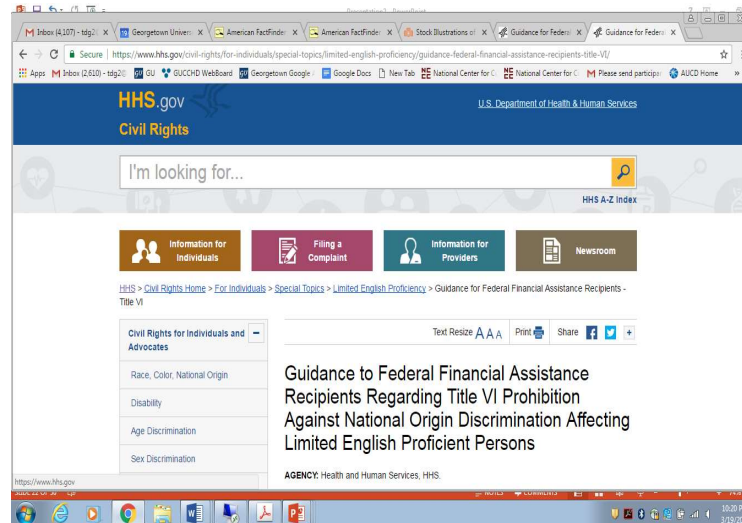
Let's Take a Closer Look at these Concepts

Community Outreach

Community Engagement

Differentiating Community Outreach
from Community Engagement

The NCCC asserts that there is a distinct philosophical difference between outreach and engagement, particularly as it relates to the values and principles of cultural and linguistic competence. Outreach implies a unilateral or one-way approach from the organization or agency to the community, whereas engagement implies a bilateral or two-way exchange.

Differentiating Community Outreach and Community Engagement

Community outreach is defined as the act of reaching out by a program or other entity for extending assistance or services to the community, especially as an act of goodwill.

Differentiating Community Outreach and Community Engagement continued….

Community Engagement is "the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people."

Source: Principles of Community Engagement, Center for Disease Control and Prevention, Second Edition U.S. Department of Health and Human Services (2011).
https://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_508_FINAL.pdf

NCCC's Guiding Values & Guiding Principles for Community Engagement

Cultural competence:

- extends the concept of self-determination to the community.

- Involves working in conjunction with natural, informal support and helping networks within culturally and linguistically diverse communities that include and are not limited to - neighborhood, civic and advocacy associations; local/neighborhood merchants and alliance groups; ethnic, social, and faith-based organizations.

Power Dynamics Among and Between …

IDD Service Organizations

Communities

Populations

Historical

Present

Future

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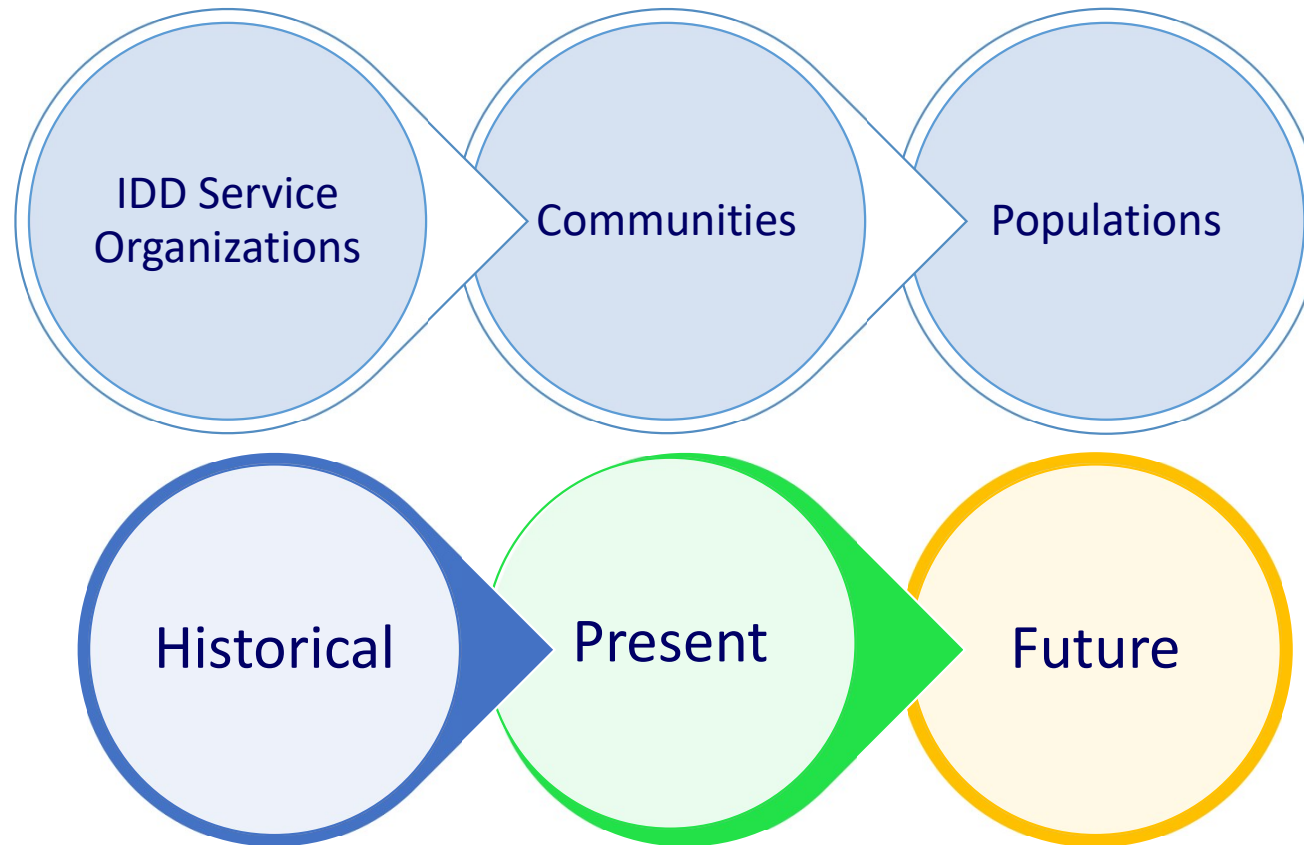
Thoughts About Community Engagement
If truth be told... some within IDD organizations:

- Give lip service to community engagement

- Include the language of community engagement but *not* culturally and linguistically competent approaches in their work

- Fail to recognize and appreciate the knowledge and resilience of diverse communities

Thoughts About Community Engagement
If truth be told... some within IDD organizations:

- Want members of diverse communities to believe, think, and act like "us"

- Lack capacity to learn from and partner with diverse communities

- Have few staff (particularly in leadership positions) that are representative of the communities in the state or territory

NCCC's Guiding Values & Guiding Principles for Community Engagement

- Communities determine their own needs.

- Community members are full partners in decision-making.

- Communities should economically benefit from collaboration.

- Community engagement should result in the reciprocal transfer of knowledge and skills among all collaborators and partners.

Reflections on Engaging Diverse Communities

To engage diverse communities successfully, organizations must understand:

- Their own organizational culture(s), and the cultures of their staff;

- The diverse cultures represented within the communities they serve or seek to serve or represent;

- The history and the social, political, and economic climates of communities within a cultural context;

- The inherent ability of communities to recognize their own problems, including the well-being of their members, and intervene appropriately on their own behalf.

Polling Question 2

Does your Council differentiate community outreach from community engagement:

- ☐ Yes

- ☐ No

- ☐ Don't know

- ☐ Working on it

HISTORICAL TRAUMA

POWERFUL THOUGHTS ON HISTORY

"History is not merely something to be read. And it does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do. It could scarcely be otherwise, since it is to history we owe our frames of reference, our identities, and our aspirations."

James Baldwin
Acclaimed novelist, poet, playwright & social justice activist

(1924-1987)

Source: Grant, Carl A. (2015) Multiculturalism in Education and Teaching.
The Selected Works of Carl A. Grant. New York, NY: Routledge & Taylor, p. 31.

A DEFINITION OF MINORITIZED

A social group that is devalued in society and given less access to its resources. This devaluing encompasses how the group is represented, what degree of access to resources it is granted, and how unequal access in rationalized. Traditionally, a group in this position is referred to as the *minority group.* However, this language has been replaced with the term *minoritized* in order to capture the active dynamics that create the lower status in society, and also to signal that a group's status is not necessarily related to how many or few of these groups are in the population at large.

A DEFINITION OF HISTORICAL TRAUMA

"Historical trauma is defined as cumulative emotional and psychological wounding across generations, including lifespan, which emanates from massive group trauma."

Brave Heart, M.Y.H., & DeBruyn, L.M. (1998). The American Indian holocaust: Healing historical unresolved grief. *American Indian and Alaskan Native Mental Health Research, 8(2),* 60-82.

Historical Trauma & Disability

Persons with disabilities have and continue to experience historical and present day trauma associated with:

- **Institutionalization** because of diagnoses of IDD, IDD-MH, mental illness, and chronic and complex health care needs

- **Marginalization, segregation, and discrimination** in education, child care, employment, housing, and community living.

- **Foster care** frequent and often inappropriate placements

- **Disproportionality** in incarceration, commitment to juvenile detention centers, and special education

- **Imposed guardianship** by law or thinking that persons with IDD in particular are not capable of self-determination, supported decision-making,

- **Abuse and neglect** within systems of supports and services
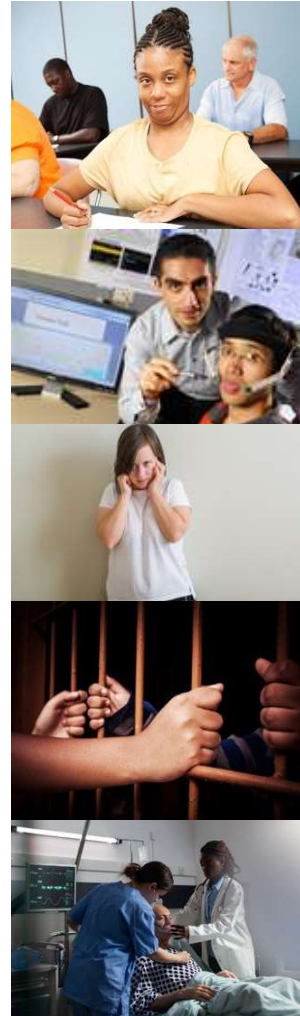
How are we addressing the "isms"
in intellectual and developmental disabilities?

Biases
Stereotyping
Discrimination
Marginalization
Oppression
Minoritized

Power
Differentials

Audism
Ableism
Ageism
Heterosexism
Classism
Sexism
Cisgenderism
Nativism
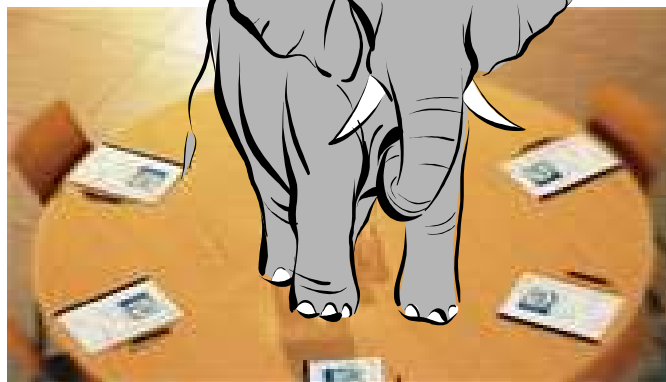
The "isms" is an umbrella term, as defined by the Georgetown University National Center for Cultural Competence, that refers to a range of attitudes and behaviors that involve perceived superiority, oppression, prejudice, and discrimination based on such factors as race, national origin, ethnicity, language, class, age, disability, religion, sexual orientation, gender, and gender identity and expression.

Polling Question 3

Are you knowledgeable of the historical trauma experienced by diverse communities in your state or territory?

□ yes   □ no   □ had not really considered this

Framing the Concepts

Cultural brokering

Cultural broker

Concept of Cultural Brokering

The act of bridging, linking, or mediating between groups or persons of different cultural backgrounds for the purpose of reducing conflict or producing change.
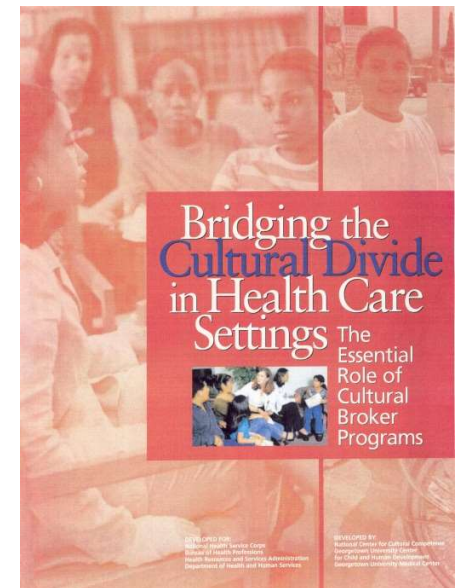
Definition of Cultural Broker

A go-between, one who advocates with or on behalf of an individual or group

Data source: Jeweski, M.A. & Sotnik, P. (2001). Culture brokering: Providing culturally competent rehabilitation services to foreign-born persons (J. Stone, Ed). Buffalo, NY: Center for International Rehabilitation Research Information and Exchange.

Who is the Cultural Broker?
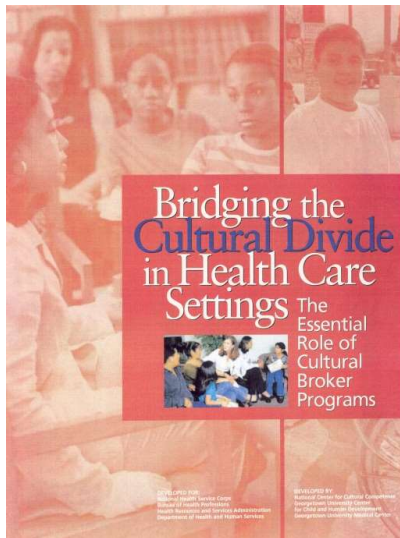
- ◆ liaison
- ◆ cultural guide
- ◆ mediator
- ◆ catalyst for change

Bridging the Cultural Divide in Health Care Settings: The Essential Role of Cultural Broker Programs

Data source: National Center for Cultural Competence (2005). Bridging the cultural divide in health care settings: The essential role of culture broker programs. Washington, DC: Georgetown University Center for Child and Human Development.

Characteristics & Attributes of a Cultural Broker

♦ Trust and respect of the community

♦ Knowledge of:
- historical and current experiences within underresourced and minoritized communities
- culturally-defined values and belief systems related to intellectual, developmental, and other disabilities
- traditional, indigenous, and natural networks of supports among diverse racial, ethnic, cultural, and other identity groups that have been minoritized

♦ Experience navigating multiple systems that persons who experience disabilities and their families rely upon

Guiding Principles for Cultural Broker Programs

Cultural brokering …

♦ Honors & respects cultural differences within communities.

♦ Is community-driven.

♦ Negotiates supports and services that are accessible, tailored to the populations and communities of focus.

♦ Results in reciprocal transfer of knowledge and skills between communities and providers of supports and services.

♦ Works to ensure communities economically benefit from collaboration and partnerships.

Polling Questions 4 & 5

4.   Have you ever engaged with a cultural broker in your role with your DD Council?

□ yes   □ no   □ not sure   □ working on it right now

5.   Does your DD Council have a designated position for a cultural broker?

□ yes   □ no   □ not sure   □ working on it right now

Six Key Approaches & Strategies to Engage Diverse Communities

Six Key Approaches & Strategies to Engage Diverse Communities

1 Learn about communities

2 Enter communities respectfully

3 Elicit and consider the interests and needs of communities *before* declaring the goals of your organization.

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Six Key Approaches & Strategies to Engage Diverse Communities (continued)

4 Explore areas of mutual interest and benefit

5 Foster relationships that are built on mutual trust, reciprocity, and respect

6 Commit to the long haul

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SCENARIO

A Developmental Disabilities Council convened an initial planning meeting for a federal grant focused on an approach to increase equity that spans the life course for persons who experience intellectual and developmental disabilities (IDD) and their families. The meeting was attended by key constituency groups from across the state. Council members and staff were unprepared for the tension that emerged among constituency group representatives about their belief systems of what constitutes equity. Representatives stated that: (1) Because of smaller populations, their communities do not receive equitable attention and resources compared to other racial and ethnic groups in the state; (2) Persons with IDD, as an entire group, are underserved and no differences should be made based on race, ethnicity, and income – because that is the opposite of equity; and (3) The state IDD system has historically discriminated against specific groups based on race, ethnicity, culture, languages spoken, and geographic locale – leading to entrenched power differentials and inequities in the state's IDD system.

Let's hear from your colleagues

Using their own experiences with the six key approaches to engage diverse communities, the panelists will respond to the following prompts.

- Describe the differing lived experiences and world views among the participants of this initial planning meeting.

- Looking back, how could Council members and staff have prepared for this meeting?
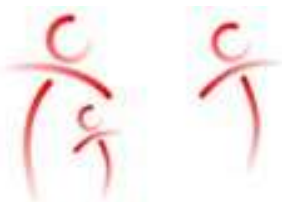
Words of Wisdom for
Engaging Diverse Communities

Maya Angelou
1928-2014

author, poet, novelist,
civil rights activist,
professor

Prejudice is a burden that confuses the past, threatens the future, and renders the present inaccessible.

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