Wisconsin Department of Health Services
Division of Care and Treatment Services
Bureau of Prevention Treatment and Recovery

CLAS STANDARDS ASSESSMENT PLANNING TOOL

As an agency receiving funding from the Wisconsin Department of Health Services (DHS), Division of Care and Treatment Services (DCTS), Bureau of Prevention Treatment and Recovery (BPTR), you are required to implement the National Culturally and Linguistically Appropriate Services (CLAS) Standards. The following steps are recommended as best practices in the assessment, planning, and implementation of CLAS Standards:

1. **Form a team.** This team should administer this CLAS Standards Assessment Planning Tool, complete a CLAS Standards implementation plan, and coordinate implementation of the CLAS Standards. The team should include multiple roles and perspectives. Please note the team membership in the **general information section**.
2. **Get oriented to CLAS Standards.** It is highly recommended that the team become oriented to CLAS Standards by downloading the [Behavioral Health Implementation Guide for the National Standards for Culturally and Linguistically Appropriate Services](#) and reviewing pages 1-7.
3. **Gather information.** The team should gather information regarding the data source identified for each item in this CLAS Standards Assessment Planning Tool. The information relates to policies, procedures, and more. Please note that it may take several days to weeks to thoroughly gather the information to complete this CLAS Standards Assessment Planning Tool.
4. **Complete assessment.** Based on the information gathered, the team should assess each item using the 0-2 scoring scale provided in the **assessment section**. It is important that the team comes to consensus on the scoring of each item. If the team is undecided between two scores, default to the lower score. Document discussions and decisions in the **notes section** of each item.
5. **Score and document results.** Once the assessment is complete, score and document results in the **results section**. The team review of the results should note areas of strength and areas to consider for improvement.
6. **Complete implementation plan.** Based on interpretation of results, the team should complete a detailed plan in the **implementation section**.
7. **Begin CLAS implementation.** Based on the written plan, the team should begin to work on the goals selected as part of an ongoing CLAS Standards implementation process.

GENERAL INFORMATION

Agency name:

Program name:

Address: City: Zip:

☐   This is an agency assessment involving multiple programs.
☐   This is an assessment of a single program.

CLAS Standards team membership

Member (identify team lead)	Position or Role

CLAS Standards activity workflow

Activity	Date of Completion
Initial assessment	
Initial implementation plan	
Plan review and update	
Follow up assessment	

The members of the CLAS Standards team and the program assessment plan has been approved by agency leadership—CEO, executive director, or manager.

Name:

Position title:

ASSESSMENT
THEME 1: Governance, Leadership, and Workforce

1. Program has written policies and procedures that support recruitment, retention, and promotion of culturally and linguistically diverse staff and leadership (**Standard 2**).	
☐	2-Policies and procedures are fully in place.
☐	1-Policies and procedures are partially in place.
☐	0-Policies and procedures are not in yet in place.

Notes:	Data Source: • HR policies and procedures

2. Program recruits, retains, and promotes staff to reflect the cultural and linguistic diversity of the community in which services are provided (**Standard 3**).	
☐	2-Staff fully reflects cultural and linguistic diversity of community.
☐	1-Staff partially reflects cultural and linguistic diversity of community.
☐	0-Staff does not reflect cultural and linguistic diversity of community.

Notes:	Data Source: • Local census data for community demographics • HR data for employee demographics

3. Program staff at all levels and disciplines receive training in culturally and linguistically appropriate service delivery (**Standard 4**).	
☐	2-Training is provided to new hires as a standard part of orientation as well as to all staff at least annually.
☐	1-Training is provided to all staff at least annually.
☐	0-Training may be provided periodically but may not include all staff.

Notes:	Data Source: • New employee orientation materials • Training schedule • Attendance roster

THEME 2: Language Access and Communication

4.	Program provides timely professional interpreter services to all Limited English Proficiency (LEP) clients, including American Sign Language (ASL) at no cost (**Standard 5**).
☐	2-The program has fully integrated interpretation services which are provided timely and at no cost to LEP and ASL individuals.
☐	1-The program has partially integrated interpretation services.
☐	0-The program does not currently offer interpretation services.

Notes:	Data Source: • Agency policy and procedures • Informed consent document • Data collection around the timeliness of services • Consumer satisfaction survey data

5.	LEP or Deaf/Hard of Hearing clients receive verbal and written notices about their right to language assistance services at no cost (**Standard 6**).
☐	2-Clients receive notice in verbal and written formats.
☐	1-Clients receive notice in either verbal format or written format.
☐	0-Clients do not receive notice.

Notes:	Data Source: • Agency policy and procedures • Written notice • Consumer satisfaction survey data

6.	Program offers written materials in languages that target the diverse cultural and linguistic groups in service area (**Standard 8**).
☐	2-Written materials are available in languages that represent all diverse groups in service area.
☐	1-Written materials are available in languages that represent at least one group in service area.
☐	0-Written materials are not available beyond English language.

Notes:	Data Source: • Local census data for community demographics • Review of translated written materials

7. Program clearly displays images and visibly posts signage that shows inclusivity for the diverse cultural and linguistic groups including LGBTQ and people with disabilities in service area (**Standard 8**).	
☐	2-Images and signage inclusive of all diverse groups.
☐	1-Images and signage inclusive of some diverse groups.
☐	0-Images and signage not yet inclusive of diverse groups.

Notes:	Data Source: • Local census data for community demographics • Visible images and signage across facility (examples: entrance, waiting room)

THEME 3: Organizational Support and Accountability

8. Program identifies and addresses CLAS needs of underserved populations **(Standard 9)**.	
☐	2-Written CLAS plan is fully developed with consistent execution.
☐	1-Written CLAS plan is partially developed with inconsistent execution.
☐	0-Written CLAS plan does not yet exist.

Notes:	Data Source: • Written CLAS Standards plan

9. Program regularly reviews and updates written CLAS plan to assess progress and address needs **(Standard 10)**.	
☐	2-Written CLAS plan is reviewed and updated at least annually.
☐	1-Written CLAS plan may be periodically reviewed but is not updated at least annually.
☐	0-Written CLAS plan does not yet exist.

Notes:	Data Source: • Wisconsin CLAS Assessment Planning Tool

10. Program collects client satisfaction survey data to inform culturally and linguistically appropriate service delivery **(Standard 14)**.	
☐	2-Client satisfaction survey includes CLAS-specific items and results are used to improve service delivery.
☐	1-Client satisfaction survey may include CLAS-specific items but results are not used to improve service delivery.
☐	0-Client satisfaction survey does not yet include CLAS-specific items.

Notes:	Data Source: • Client satisfaction survey data • Action plan

11. Program uses Race, Ethnicity, Language (REL) service area data to inform design and delivery of services **(Standard 11)**.	
☐	2-REL data is collected and informs design and delivery of services.
☐	1-REL data is collected but does not inform design and delivery of services.
☐	0-REL data is not yet collected.

Notes:	Data Source: • Agency policies and procedures • Data report • Action plan

12. Program partners with agencies that provide services with cultural and linguistically diverse groups (e.g., LEP, people with disability, LGBTQ, racial, ethnic, religious, social, economic, rural population, LEP, homeless, veterans) in service area (**Standard 13**).	
☐	2-Partnerships are in place with agencies that reflect <u>all</u> cultural and linguistic groups in service area.
☐	1-Partnerships are in place with agencies that reflect <u>some</u> cultural and linguistic groups in service area.
☐	0-Partnerships are not yet in place with agencies.

Notes:	Data Source: • List of community partner agencies • Memorandum of understanding • Inter-agency meeting minutes

RESULTS

Instructions: Based on the completed assessment, summarize results by checking the appropriate box (0-2) for each item. Note that each item corresponds with a CLAS theme and standard. Interpret results by noting which standards were assessed as being in place, partially in place, or not yet in place.

CLAS Theme	Assessment Item	Corresponding CLAS Standard	In Place (2)	Partially in Place (1)	Not Yet in Place (0)
THEME 1: Governance, Leadership, and Workforce	Item 1	Standard 2	☐	☐	☐
	Item 2	Standard 3	☐	☐	☐
	Item 3	Standard 4	☐	☐	☐
THEME 2: Language Access and Communication	Item 4	Standard 5	☐	☐	☐
	Item 5	Standard 6	☐	☐	☐
	Item 6	Standard 8	☐	☐	☐
	Item 7	Standard 8	☐	☐	☐
THEME 3: Organizational Support and Accountability	Item 8	Standard 9	☐	☐	☐
	Item 9	Standard 10	☐	☐	☐
	Item 10	Standard 14	☐	☐	☐
	Item 11	Standard 11	☐	☐	☐
	Item 12	Standard 13	☐	☐	☐

Total score on a scale from 0 to 24:

Areas of strength (standards assessed as in place):

Areas to consider for improvement (standards assessed as partially or not yet in place):

IMPLEMENTATION PLAN

Instructions: Based on review of results, select two CLAS Standards to develop goals for in the coming months. As a team, identify useful implementation strategies and detail a plan for who will do what by when. A resource in this work can be the [Behavioral Health Implementation Guide for the National Standards for Culturally and Linguistically Appropriate Services](#) from the U.S. Department of Health and Human Services. The team should regularly review and update this plan with dates of review in the general information section.

CLAS Standard:

Implementation Strategy	Who is Responsible	Actions Needed	By When	Completion Status

CLAS Standard:

Implementation Strategy	Who is Responsible	Actions Needed	By When	Completion Status