



The National CLAS Standards in Long-Term Care Settings

Tips for Governance, Leadership & Workforce

Long-term care (LTC) facilities should strive to provide high quality, culturally and linguistically appropriate services (CLAS) for all residents. A key starting place is to establish a governance, leadership, and workforce that is knowledgeable of and culturally responsive to the needs of all populations. Informed by recommendations from stakeholder organizations, this Tip Sheet describes practical ways that LTC facilities can promote the National CLAS Standards in their policies,

practices, and workforce development. These tips are in line with the [National CLAS Standards for Health and Health Care](#).

While the National CLAS Standards are not themselves legal requirements, they support many aspects of CMS' mission, are a critical part of the [CMS Framework for Health Equity](#), and provide a blueprint for health care organizations to provide effective, equitable, understandable, and respectful quality care and services.*



Theme 1 Governance, Leadership & Workforce: Standards 2 – 4

Standard 2: Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.

Standard 3: Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area.

Standard 4: Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.

TIP 1



CREATE A CLAS-FOCUSED WORKGROUP OR TASKFORCE

A CLAS workgroup or taskforce can help to guide organizational CLAS efforts. LTC facilities may want to:

- **Include** various staff roles and individuals on the workgroup who can champion this work.
- **Set** minimum standards of operation for the CLAS workgroup.
- **Leverage** current infrastructure or related roles such as Diversity, Equity Inclusion and Accessibility initiatives and staff.
- **Monitor** progress to ensure the CLAS workgroup is operating as intended and fulfilling its duties and goals.
- **Adopt** an incentive program for meeting standards.

TIP 3



IMPROVE RECRUITMENT AND RETENTION

Recruiting and retaining a diverse workforce at all levels can help LTC facilities implement CLAS. When developing a recruitment and retention plan, LTC facilities can:

- **Include** a formalized screening and interview process that aims to reduce bias.
- **Use** creative and diverse recruitment and job promotion strategies such as:
 - Promoting offerings on traditional and non-traditional sites or locations (e.g., social media, local community groups)
 - Offering employee referral incentive programs
 - Establishing internship or fellowship programs

TIP 2



DELIVER EDUCATIONAL PROGRAMMING TO GUIDE ORGANIZATIONAL CLAS EFFORTS

Ongoing training and education for all staff can help to promote CLAS. When training staff, key considerations for LTC facilities are to:

- **Use** a variety of modalities such as didactic and experiential learning and video, audio, and print resources.
- **Incorporate** training topics covering a wide range of topics, such as:
 - Cultural competency and cultural humility in practice and the importance of gaining cultural knowledge related to populations served
 - Awareness of diverse health beliefs and behaviors
 - Health literacy

RESOURCES TO LEARN MORE

For further exploration of the themes discussed in this Tip Sheet, refer to the resources below.

[An Implementation Checklist for the National CLAS Standards with a CLAS Action Worksheet and CLAS Testimonials](#)
U.S. Department of Health and Human Services Office of Minority Health
A checklist for organizations to assess progress in implementing the National CLAS Standards. Each theme includes multiple points of assessment, a CLAS action worksheet, and testimonials.

[Think Cultural Health: Education](#)
U.S. Department of Health and Human Services Office of Minority Health
A web repository of continuing education resources for different types of health care workers, including modules about the National CLAS Standards.

*The National CLAS standards are not themselves legal requirements. However, health care organizations are also subject to numerous legal requirements, not discussed herein, that may overlap with lessons or recommendations related to the National CLAS standards in some cases. For example, health care entities may be subject to Section 1557, the Rehabilitation Act, the Americans with Disabilities Act, and Title VI, as well as their implementing regulations. This document is not intended to provide guidance on complying with these legal requirements.

