

YIT PROGRAM PROGRESS REPORT

1. Grant Number: 03150-5225

2. Grantee Name and Address:

Howard Center, 208 Flynn Avenue, Suite 3J, Burlington, VT 05401

3. Telephone Number: (802) 488-6600

4. Project Title: Culturally-Competent Planning and Leadership for Vermont's Youth in Transition Grant

5. Period of Performance from July 1, 2012 through December 31, 2012

6. Approved Project Period from July 1, 2012 through June 30, 2013

7. Author's Name and Telephone number: Mercedes Avila, (802) 999-4985

8. Date of report: January 29th, 2013

9. Comments (if any): None

The federal Government Performance and Results Act (GPRA) primarily focuses on demonstrating accountability and achieving meaningful outcomes for all federally funded programs. Please make sure to include information on the outcomes of your project activities and the impact of your project on improving the lives of Youth in Transition and their families in the Program Progress Reports submitted.

Two Program Progress Reports must be submitted for this sub-grant:

1. one for the time period from July 1 – December 31, 2011 (due by January 31, 2012), and
2. one for the period from January 1 – June 30, 2012 (due by July 30, 2012).

Report Contents

1. Major Activities and Accomplishments During this Period

Report both quantifiable and non-quantifiable accomplishments for the General Expectations and Regional Goals listed in Attachment A (see page 3 of the grant award):

- Quantifiable accomplishments include numbers of youth/families served, people trained, support groups established, etc.
- Non-quantifiable accomplishments should be listed in chronological order. Describe any draft/final products in this section.

Please report major activities and accomplishments for the following goal and indicators as relevant for the sub-grant. [This section of the report may be entered directly into the table below.]

<p>Goal for strengthening the systems of care</p>	<p>4: System of Care partners gain cultural & linguistic competence (CLC)....</p>
<p>System of Care Infrastructure Indicators (for federal TRAC):</p>	<p><u>Workforce Development</u>: Organizations or communities implementing mental health-related training programs as a result of the grant. Please enter the number of organizations or communities and briefly describe the training programs....</p> <ul style="list-style-type: none"> ○ Organizations hosted Cultural and Linguistic Competence (CLC) Trainings for staff and community members at the following locations: <ul style="list-style-type: none"> - Lamoille (YIT Region 8), August 2012 → 5 participants - Bennington, August 2012 → 24 providers and 12 young adults - As part of CSD 311 graduate course at UVM → 12 participants <p>From July 1st to December 31st 2012, a total of 53 participants at 4 trainings were trained in CLC in this time period; for a cumulative total of 446 providers</p>

and 12 young adult participants in the grant time period. Pre and post surveys continue to be administered immediately before and after each training (pre- and post-test data were not collected at two of the events above).

Data analyses continue to show improvement in participants' attitude and knowledge change as they relate to cultural competency and disparities. The CLC coordinator, Dr. Jean Beatson and Dr. Jody Kamon wrote a manuscript "**Addressing Health Disparities through Cultural and Linguistic Competency Trainings**" that will be submitted for publication in February 2013 to the *Journal on Cultural Diversity: An Interdisciplinary Journal*. The following are excerpts from the manuscript:

"The VCMHI conducted twenty-one (21) trainings from October 2010 to October 2012 with community mental health organizations, health care organizations, schools, higher education programs, and state leaders. Pre and post surveys were developed to evaluate the content of these CALC trainings and administered immediately before and after each training session. These pre and post surveys included a core set of identical items, and questions assessed specific knowledge and attitudes about race, health disparities, related cultural competency topics; and included content related to the Cultural and Linguistic Appropriate Services (CLAS) Standards (Office of Minority Health, 2001).

"The instruments were organized into seven sections: demographic information (8 items), diversity experience (1 item), provider cultural competence (4 items), organizational cultural competence (3 items), racial disparity knowledge (4 items), health disparity knowledge (5 items), and comfort level (6 items) with CALC related topics. In addition, post surveys included a training satisfaction section (11 items)."

"Training participants' overall knowledge from pre to post training test scores in all seven categories increased significantly. The two scales that showed the most significant changes were the Racial Disparity Knowledge and the Health Disparity Knowledge ones. Although the Comfort Level scale increased, the degree of change was relatively small, indicating that while participants felt their knowledge increased, they may need further support to

feel confident in implementing such knowledge and skills in their daily practice. Thus, in addition to imparting CALC knowledge and information, future trainings should be skill based, focusing on teaching concrete practice tools through which providers can more fully live out the CALC principles in their daily work.”

- The CLC Coordinator additionally developed and taught a ten-hour Cultural and Linguistic Competence training for College Quest, a six-week summer residential program for 11th grade students interested in health careers. The 25 young participants were all from underrepresented backgrounds, most of them were young women from different areas in the state, and at least 8 of them were refugees and/or from other minority groups. The training took place in July-August 2012 and covered topics such as:
 - The Social Construction of Race
 - Implications of Systems of Oppression, Racism and Racial Discrimination
 - Socioeconomic (SES) Status and Racial and Ethnic Health Affects
 - Cultural and Linguistic Competence & Culturally Responsive Care

The CLC Coordinator stays in touch via social networks with several of these young adults who have attended this summer event. She is working with UVM to develop a mentorship opportunity for fellows/faculty to work with these students to support them in getting accepted into a health related career; and completing the desired program at a higher education institution.

Organizational Change: Organizational changes made to support improvement of mental health-related practices/activities that are consistent with the goals of the grant. Please enter the number of changes and briefly describe them....

- The CLC training developed under the Vermont YIT grant was adopted

as “*Racism and Health Disparities in the US*”; a 3-credit course at UVM in the College of Nursing and Health Sciences (CNHS) in the fall 2012. The course is now a permanent undergraduate course and approved as Diversity 1 (racism related content) course at UVM. Consequently, the CLC training continuous to be institutionalized and offered to future health professionals beyond the YIT grant and to the larger community as a whole.

Partnership/Collaboration: Organizations that entered into formal written inter/intra-organizational agreements (e.g., MOUs/MOAs) to improve mental health-related practices/activities that are consistent with the goals of the grant. Please enter the number of organizations and briefly describe the agreements....

- The CLC Coordinator partnered with Dr. Andrea Green, Director of Fletcher Allen’s Immigrant Clinic and professor at UVM’s College of Medicine (COM). This partnership supported the stipends for two medical students who worked on developing CLC related content for the COM’s students, faculty and staff, Fletcher Allen, and other health/mental health organizations in the state. The results of the students’ research (more than 100 hours of research each) are now available to the public in the COM Diversity and Inclusion website (under teaching resources): <http://www.uvm.edu/medicine/diversity-inclusion/?Page=teachinglearning.html>

As a result of these students’ research the COM now has “**Culture Grams**” for several refugee groups in Vermont available on the following links:

- Vietnamese: <http://www.uvm.edu/medicine/diversity-inclusion/pdf/Vietnamese.pdf>
- Somali: <http://www.uvm.edu/medicine/diversity-inclusion/pdf/SomaliBhantu.pdf>
- Meskhetian Turks: <http://www.uvm.edu/medicine/diversity-inclusion/pdf/MeskhetianTurks.pdf>

- Burundians: <http://www.uvm.edu/medicine/diversity-inclusion/pdf/Burundians.pdf>
- Bosnians: <http://www.uvm.edu/medicine/diversity-inclusion/pdf/Bosnian.pdf>
- Bhutanese: <http://www.uvm.edu/medicine/diversity-inclusion/pdf/Bhutanese.pdf>
- Burmese (Karen): <http://www.uvm.edu/medicine/diversity-inclusion/pdf/BurmeseKaren.pdf>

Additionally, the CVAHEC **“Cultural Competency for Health Care Providers”** manual that the CLC coordinator helped review is also available on the link above.

- The Vermont YIT Project and the Vermont Federation of Families for Children’s Mental Health (VFFCMH) continues partnering with the Vermont Department of Health (VDH) Office of Minority Health to provide funding for:
 - (via mini grants) for health/mental health related programs developed by youth
 - the Young Adult Voice Movement (YAVM) Conference.
 - possibly supporting attendance of Diversity Rocks! Young adult leaders to the national SOC conference next summer in Atlanta, GA.

The CLC coordinator continues to be a member of the Vermont Department of Health Office of Minority Health advisory Council.

- The Vermont Youth In Transition grant continues partnering with the Champlain Valley Area Health Education (CVAHEC) to support a Mental Health Interpreters training that will take place in 2013. Moreover, the CLC coordinator is now part of a working group with Linda Li (HowardCenter YIT staff), Jacq Rose (Vermont Refugee Resettlement Program VRRP), and Cathleen Kelley (Social Worker at Fletcher Allen Health Care) to work on addressing the mental health interpreting needs in the state.

Types/Targets of Practice: Programs/organizations/communities that implemented evidence-based mental health-related practices/activities as a result of the grant. Please enter the number of programs/ organizations/ communities and briefly describe the evidence-based practices....

- In the fall of 2012, the CLC coordinator organized a field trip with 25 young adults to attend the Echo Leahy Center “**Race: Are We so Different?**” exhibit. These young adults are all interested in health or mental health careers. The exhibit (<http://www.echovermont.org/exhibits/race/index.html>) “Developed by the American Anthropological Association in collaboration with the Science Museum of Minnesota, **RACE: Are We So Different?** is the first nationally traveling exhibition to tell the stories of race from the biological, cultural, and historical points of view. Combining these perspectives offers an unprecedented look at race and racism in the United States. The exhibition brings together the everyday experience of living with race, its history as an idea, the role of science in that history, and the findings of contemporary science that are challenging its foundations.”

The CLC Coordinator plans to bring another group of young adults to the exhibit in January before the exhibit leaves on January 27th, 2013.

- The CLC coordinator continues to provide training participants and agencies with evidence-based CLC resources via CDs and list of resources available electronically on the YIT website. To this date more than 600 CDs have been distributed in Vermont to health and mental health agencies’ service providers and young adults.

2. Problems

Describe any deviations or departures from the original project plan including actual/anticipated slippage in task completion dates, and special problems encountered or

expected. Use this section to describe barriers to accomplishment, actions taken to overcome difficulties, and to advise DMH of any needs for assistance.

A- Recruiting the last regions to host CLC trainings continues to be a problem. In spite of efforts from different members of the YIT grant, including the Project Director, three of the remaining 4 regions in Vermont have not yet hosted a CLC training.

B- The CLC Coordinator spent a large amount of time in the fall working with Chittenden county addressing funding issues for Diversity Works! At least ten meetings took place with young adults, providers, community members, and agency staff. At the conclusion of these meetings the CLC Coordinator submitted recommendations to HowardCenter. At this point a proposal has not yet been submitted by DR! young adults.

One of the issues that all these meetings and discussions brought up is the need for more training on what “youth led” really means. There seems to be misunderstandings and confusion around the term or even how to ensure services/activities are actually “youth led”. This is an area that needs to be addressed, not only for Chittenden county, but also for any other region that might be struggling with this very important issue.

C- Staff retention continues to be an ongoing issue in several YIT regions; as well as concerns about job retention past YIT grant funding. This is another area that the YIT Operations Team should discuss and/or address with the regions.

3. Significant Findings and Events

For special notice to Principal Investigator, State Outreach Team for Youth in Transition, Federal Project Officer, etc. This should include any changes in staffing, including of persons, time spent, and/or responsibilities. Attach resumes and qualifications of new staff.

- Gylaine Daoust, who attended the California Brief Multicultural Competency Scales (CBMCS) training in Atlanta, GA with the CLC Coordinator and Jeetan Khadka, is now the new Limited English Proficiency (LEP) Specialist at Community Health Centers (CHC) of Burlington. The CLC Coordinator plans to connect with her to see

how YIT and CHC can continue supporting the refugee and immigrant communities in Burlington.

- The CLC Coordinator has been nominated for the Edith D. Hendley Award. This award is presented annually to a woman pursuing graduate studies who has demonstrated excellence in research, scholarship and teaching, and who has performed dedicated service to women. The award is named after Professor Emeritus Edith Hendley.
http://www.uvm.edu/~women/?Page=prog_events/awards.html&SM=prog_events/sub_menu.html
- The CLC Coordinator is now a member of the National Association of University Centers on Disability Multicultural Council.

4. Dissemination activities

Briefly describe project related inquiries and information dissemination activities carried out over the reporting period. Itemize and include a copy of any newspaper, newsletter, and magazine articles or other published materials considered relevant to project activities, or used for project information or public relations purposes.

- The CLC coordinator presented two cultural competency related posters at the Association of University Centers on Disability (AUCD) Annual Conference, in Washington D.C, in December 2012:
 - CLC organizational self-assessment in leadership training programs
 - Considering Culture in the Screening and Assessment of Children with Developmental ConcernsBoth posters are available to the public in the AUCD website:
 - http://www.aucd.org/conference/detail/session_presentation.cfm?id=11285
 - <https://www.aucd.org/meetings/168/11287/Considering%20Culture%20Poster.pdf>

- The CLC Coordinator was invited to present on Cultural Competence at a webinar organized by the Association of Maternal Child Health Programs (AMCHP) Technical Assistance calls, in November 2012.
- The CLC Coordinator presented the results of the CLC training evaluations at the International Conference on Science in Society in November 2012, at the University of California, Berkeley. The paper presentation entitled: “**Addressing Health Disparities through Cultural and Linguistic Competency Trainings**” is being submitted for publication to the *Journal on Cultural Diversity: An Interdisciplinary Journal*.
- The CLC Coordinator completed a poster submission on the results of 337 CLC trainings pre and post-tests to the University of South Florida (USF) 26th Annual Children’s Mental Health Research & Policy Conference. The poster was accepted in the fall and the CLC coordinator will be presenting the poster next March 2013 in Tampa, FL.
- The CLC Coordinator collaborated with Dr. Jean Beatson on a poster submission to the “Health Disparities Research at the Intersection of Race, Ethnicity, and Disability: A National Conference”. The poster was entitled: “**Improving Healthcare Access & Quality through Cultural and Linguistic Competence Training in Vermont LEND**”

5. Other Activities

Briefly describe other activities undertaken during the reporting period.

- A- The CLC Coordinator nominated Esther Doh for the Young Adult Leadership Award. Esther is a remarkable young adult from Burma whose commitment to social justice and her community are exemplary. The CLC Coordinator, together with Matt Wolf and Brenda Bean, gave Esther her plaque at a HowardCenter training session where more than 140 Developmental Services co-workers were present to celebrate with her.

B- The CLC Coordinator put together a summary of CLC accomplishments that were shared at the YIT Fall Sharing day at Lake Morey in October 2012. Included were the following findings:

- To date, 446 Provider and 12 Young Adult participants have been trained in Cultural Competency
- We have collected 403 pre and post tests
- In addition 25 young adults attended a 12-hour Cultural Competence training this past summer
- 8 YIT Regions have hosted trainings: Bennington, Chittenden, Franklin-Gl, Lamoille, Washington, Addison, Brattleboro and St. Johnsbury.
 - o 3 of those regions have held more than 2 trainings
- Bennington has held 6 trainings with 84 participants, has conducted a CLC self-assessment and has appointed a Cultural Diversity Coordinator for the agency.
- Results from the pre/post training surveys from 200 participants were presented as a poster session at the National Federation of Families for Children's Mental Health in December 2011. Of these participants 41.5% mental health professionals. Key findings include:
 - Before attending the training:
 - o 33.3% of participants had received no to little training in cultural competence related topics
 - After attending the trainings, participants made significant changes in their knowledge, attitudes, and confidence regarding cultural issues and racial disparities in health and mental health, among them:
 - o 93.7% of the participants now understand that racial identification is not based on genes, blood, skin or ancestry. This is a 65.7% improvement from pre-test.
 - o 95.2% of participants now understand the connection between wealth and health outcomes. This is a 63.6% improvement from pre-test.
 - o 91% of participants now understand that children living in poverty are 7 times more likely to have poor health. This is 71.3% improvement from pre-test.

C- The CLC Coordinator and YIT team awarded three individuals whose commitment to cultural competency and social justice is exemplary. These three individuals received the first "**Cultural Competency Champion Awards**" at Lake Morey Sharing Day:

- Ebony Nyoni, YIT staff, Northwestern Counseling and Support Services (NCSS), Saint Albans
- Katrina Hollis, Young Adult, United Counseling Services of Bennington County
- Lorna Mattern, Director of Specialized Children's Services, United Counseling Services of Bennington County

Furthermore, United Counseling Services of Bennington County received the first ***“Organizational Cultural Competency Award”*** for their commitment to social justice and supporting cultural competency efforts at the organizational level.

D- The CLC Coordinator attended the National Refugee and Immigrant Conference in Chicago in October 2012. Resources from the event were shared with refugee serving providers as well as organizations that work with GLBT refugees.

6. Activities Planned for Next Reporting Period

Briefly describe the project activities planned for the next reporting period.

- CLC trainings and/or related presentations will continue to be offered at different regions and venues:
 - Springfield (**YIT Region 9**), in process of scheduling date of 1st training for spring 2013.
 - Franklin/GI in March → two trainings
 - Middlebury in June → 2nd training session
 - The CLC Coordinator is working with UVM's Center for Health and Wellbeing to offer the CLC trainings to their mental health provider staff.
- Submit at least two proposals for the SOC conference; one specifically from young adults involved in CLC work.
- Continue supporting the Interpreters' Medical/Mental Health trainings.
- Continue partnering with the Vermont Department of Health Office of Minority Health to support activities as they relate to Diversity and Cultural and Linguistic Competence issues.
- Continue working on developing an interactive CLC training that can be easily accessible online past YIT grant funding.

- Continue working with the VFFCMH to plan another successful Young Adult Voice Movement Conference.
- Start working on the CLC Training-of-Trainers to ensure sustainability of CLC training past YIT grant funding.
- Collaborate with other SAMHSA grants on CLC related topics:
 - Youth Suicide Prevention → Develop presentation slides for specific populations: refugees, minority groups, military, GLBT.
 - Mental Health Transformation Grant → provide training and/or other CLC consultation.
- Continue supporting YIT regions in Cultural and Linguistic Competency related topics.
- Attend USF Florida “26th Annual Children’s Mental Health Research & Policy Conference” and present CLC poster.
- Attend “Health Disparities Research at the Intersection of Race, Ethnicity, and Disability: A National Conference” and present CLC poster.

DMH only:

Date received: _____

Approved by: _____

Date approved: _____

Approved by: _____

Date approved: _____