

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, 2013 through December 31, 2013
6. Approved Project Period from July 1, 2013 through December 31, 2013
7. Author's Name and Telephone number: Mercedes Avila, (802) 999-4985
8. Date of report: January 31st, 2014
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, 2013 (due by January 31, 2014), and
2. one for the period from January 1 – June 30, 2014 (due by July 30, 2014).

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 continue hosting Cultural and Linguistic Competence (CLC) Trainings for staff and community members. This grant period's trainings took place at the following locations: <ul style="list-style-type: none"> ● Region 9 – Springfield, Vermont → 17 participants ● Peace and Justice Center → 13 participants ● Prevent Child Abuse of Vermont → 13 participants ● Region 10 – Rutland, Vermont (2 trainings) → 38 participants ● Saint Albans, Vermont (3rd training) → 23 participants <p>From July 1st to December 31st 2013, a total of 104 participants at 6 trainings were trained in CLC in this time period; for a cumulative total of 700 participants in the grant time period. Pre and post surveys continue to be administered immediately before; and after each of the trainings above. Data analyses continue to show improvement in participants' attitude and knowledge change as they relate to cultural competency and disparities.</p> <ul style="list-style-type: none"> ○ In addition, the CLC coordinator conducted a 1.5 hour CLC session (2nd presentation) at the Vermont Coalition of Runaway Homeless Youth Programs (VCRHYP). ○ The CLC Coordinator additionally developed a sixteen-hour Cultural and Linguistic Competence Training of Trainers based on the CLC training. <p><u>Organizational Change:</u> 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....</p> <ul style="list-style-type: none"> ○ The CLC training developed under the Vermont YIT grant continues to be offered as "D1: Racism and Health Disparities in the US"; a 3-credit course at UVM in the College of Nursing and Health Sciences

(CNHS). With this course the Cultural and Linguistic Competency training continues to be institutionalized and offered to future health professionals beyond the YIT grant and to the larger community. This course is now a permanent course with two offerings every semester; and will be offered online starting summer 2014.

- From feedback from providers and students, the CLC coordinator has developed a new 3-credit course entitled: **Cultural Competence & Health**. Content covered in this new course, that will be offered to 4th year medical students, aligns with the National CLAS Standards. Its objectives include:
 - Demonstrate self-awareness of racial, ethnic and class biases through active participation during in-class activities and self-reflective journaling
 - Define cultural and linguistic competency and become familiar with the stages of cultural competency (or continuum)
 - Define social determinants of health and equity and understand minority health and health disparities, including implications of demographic trends, from an historical, political, economic, social, and environmental perspective
 - Explain how cultural beliefs shape clinical encounters and describe the impact culturally competent services can have on the clinical outcomes of diverse consumers
 - Describe examples of unethical research involving vulnerable populations
 - Explain the importance of cultural and linguistic competence in health promotion, disease prevention, and elimination of health disparities

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 will co-chair the Health Disparities and Cultural Competence Committee; part of the Screening Brief Intervention and Referral to Treatment (SBIRT) new SAMHSA grant.
- The CLC coordinator worked with Farms and Wilderness to support (transportation, family day visits, forms, camping equipment, etc.) three refugee young people attend the 7-week camp. All Farms and Wilderness programs are structured with the following goals in mind (http://farmandwilderness.org/files/2012/05/Program_Goals.pdf):
 - Self

	<ul style="list-style-type: none"> • Community • Simple Living • Social Justice • Spirit <ul style="list-style-type: none"> ○ The CLC coordinator supported (transportation, family day visits, forms, camping equipment, etc.) two other refugee young adults who worked as camp counselors at YMCA Camp Abnaki. <i>“Camp Abnaki provides a traditional boys sleep away summer camp program, with an emphasis on character development, skill building and fun. Boys are provided with an experience designed to foster personal growth and independence.”</i> ○ The CLC coordinator continues collaborating with the Vermont Coalition of Runaway and Homeless Youth Programs (VCRHYP) on CLC related topics. ○ The Vermont Youth In Transition Project and the Vermont Federation of Families for Children’s Mental Health continues partnering with the Vermont Department of Health (VDH) Office of Minority Health. ○ The CLC coordinator continues partnering with Theresa Lay-Sleeper (Juvenile Justice) and Pat Nelson (Office of Minority Health) to discuss strategies for addressing Disproportionate Minority Contact (DMC) in Juvenile Justice. ○ The CLC coordinator continues to be part of the Partnership for Change Graduate Expectation Team. ○ The CLC Coordinator continues partnering with the Area Health Education Centers (AHEC) around the state supporting the work on CLC and helping recruit young adults from underrepresented backgrounds interested in health and mental health careers.
	<p><u>Types/Targets of Practice:</u> 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....</p> <ul style="list-style-type: none"> ○ The CLC section of the YIT website is the most visited section of the site and a place where providers can access EBP resources. ○ 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 1000 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.

- Recruiting the last region to host CLC trainings continues to be a problem. According to the region, YIT regional leadership team has “mixed feelings” about CLC trainings. This clearly shows a complex issue in understanding what CLC actually entails and how it applies to everyone and every organization in spite of how white of a society or community they are in. Hopefully, this last region will understand the benefit of working towards cultural competence and ensure that all regional groups and organizations that serve youth and young adults also see this benefit.
- The CLC Coordinator continues to be involved in initiatives to educate the public about the controversies of *Ruby Payne’s Bridges out of Poverty* work. A letter signed by dozens of community members and organizations was sent to United Way to recommend the cease of offerings of these trainings in Vermont. The work is still ongoing.

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.

- The CLC Coordinator is now a member of the Governor’s Council on Family and Children Prevention Programs (CFCPP).
- The CLC Coordinator defended her dissertation and earned a PhD in Educational Leadership and Policy Studies and a Certificate of Graduate Studies (C.G.S.) in Interdisciplinary Study of Disabilities, both at the University of Vermont
- The CLC Coordinator was invited by UVM’s faculty to write a book chapter on Cultural Competence. The book entitled “*Fostering Diverse and Inclusive Campus Environments*” will be submitted for publication fall 2014.
- The CLC Coordinator was once again nominated for the 2014 Edith D. Hendley award at UVM; for women’s excellence in graduate studies.

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 on CLC (**Attachment A**) to Doug Racine in September 2013. The presentation included information on CLC, health disparities, the imminent need to address disproportionalities, and policy recommendations for the state.

All presentations submitted by the CLC coordinator last fall were accepted and offered at National Venues:

- Avila, M., Barry, S., Beatson, J. & Contompasis, S. (2013) “*Paper presentation: Providers’ Cultural and Linguistic Competency Knowledge and Skills in Assessing and Screening Young Children with Developmental Concerns: Evaluation Results from a Statewide Conference*” 2013 Association of University Centers on Disability (AUCD) Conference: Promoting Inclusion in an Increasingly Diverse World, Washington D.C.
- Beatson, J., Avila, M., Bulle, F., Bunzigiye, J. (2013) “*Panel: Including New Americans in LEND Programs: Cultural and Linguistic Competence (CALC), Advocacy, and Systems Change*” 2013 Association of University Centers on Disability (AUCD) Conference: Promoting Inclusion in an Increasingly Diverse World, Washington D.C.
- Avila, M., Bulle, F., Bunzigiye, J. & Doh, E. (2013) “*Workshop: Cultural and Linguistic Competency: Understanding the Importance of Stories in Serving Refugee and Immigrant Populations*” National Federation of Families for Children’s Mental Health Annual Conference, Washington D.C.
- The CLC Coordinator submitted and/or collaborated on a poster and symposium proposals for the 27th Annual Children’s Mental Health Research and Policy Conference in Tampa, Florida → Both proposals have been accepted. The CLC Coordinator will be attending the conference to present both proposals.

5. Other Activities

Briefly describe other activities undertaken during the reporting period.

- The CLC Coordinator supported (transportation, forms, etc.) a young adult attend the AHEC College Quest into Health Careers 6-week residential program.
- The CLC Coordinator organized a panel for the YIT Learning and Sharing day at Lake Morey. The panel included the four Diversity Rocks! young adult advisors and topics covered included cultural competence, poverty, and young adult leadership, among other things.
- The CLC Coordinator continues advocating for “New American” students to enter health and mental health careers at the University of Vermont. One Bhutanese female is now in the Nursing Program and one Bantu female will start in fall 2014.

- The CLC Coordinator nominated Isra Kassim for the Young Adult Leadership Award. Isra is a remarkable young adult whose commitment to social justice, her community and peers are exemplary.
- The CLC coordinator attended the Social Justice Training Institute last December in California. She is already incorporating what she has learned at her CLC educational activities as well as with young people.
- The CLC Coordinator continues supporting the Diversity Rocks! group.
- The CLC Coordinator worked with HowardCenter on selecting the new YIT staff. The selected candidate will start January 2014.
- The CLC Coordinator continues disseminating newly released CLC resources with health and mental health professionals in the state. Among them:
 - The Refugee & Immigrant Health Division at Harborview runs an internet site called EthnoMed: <https://ethnomed.org> where culturally specific information about different patient populations is available to healthcare providers.
 - The University of MN and the state of Minnesota have also developed resources focused on these same language and ethnic groups. E.g., <http://www.health.state.mn.us/divs/cfh/topic/autism/somali.cfm> conducted a qualitative study on Somali moms and Autism that they presented at the AUCD conference last December.
 - SoLaHmo (Somali, Latino and Hmong Partnership for Health and Wellness) <http://www.westsidechs.org/programs.php?service=22>
<http://www.westsidechs.org/programs.php?service=22>
 - Healthy Roads Media <http://www.healthyroadsmedia.org/topics/nutrition.htm> Resources on Nutrition and Health in different languages.

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:
 - Vermont Legal Aid, February 2014
 - Newport (**YIT Region 11**), April 2014
 - Other community trainings in the fall
- 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 with other local and state partners on issues related to CLC.

- Continue working on developing an interactive CLC training that can be easily accessible online.
- Continue supporting YIT regions in Cultural and Linguistic Competency related topics.
- Continue supporting DR! in their youth leadership efforts.
- Continue supporting young adults from diverse backgrounds to enter health and mental health careers. This will help diversify the workforce and increase CLC as well as improve service providing and accessibility of services for children, youth and families from diverse backgrounds.

DMH only:

Date received: _____

Approved by: _____

Date approved: _____

Approved by: _____

Date approved: _____